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Course Profile

Literacy for School and Work, ELD Level 4

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ELDDO

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sample course of study was prepared for teachers to use in meeting local classroom eeds, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2001

BDR-0911

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Course Overview
Literacy for School and Work, ELD Level 4, Open, ELDDO

Course Description

This course prepares students to participate in the educational program that will allow them to continue their education, seek employment, and participate in Canadian society as informed citizens. Students will acquire a wide variety of literacy skills and learning strategies through guided reading and writing tasks, the use of a range of media resources in guided research projects, and opportunities to communicate in a variety of formal and informal situations.

Course Notes

The three aims of the ELDDO course are to prepare students to continue in further educational programs, to seek employment, and to participate in Canadian society as informed citizens. Upon the successful completion of this course, several destination courses are suggested: ESLDO, ESLEO, English, Grade 10, Academic or Applied, or English, Grade 11, Workplace Preparation.

This ELDDO Course Profile is designed to:

- Provide teaching/learning strategies that will address the three aims continually throughout the course;
- provide students with the prior knowledge and skills that will be expected in further English courses;
- help students demonstrate an understanding of the rights and responsibilities of living in Canada and participating in Canadian society as informed citizens;
- support students as they plan personal and career goals.

New students enter the school system throughout the year. Continuous intake implies that some students may be placed in the ELDDO course mid-stream, as preparation for entry into regular English classes. Others will be placed in this course as a continuation of previous English Literacy Development courses. Regardless, students taking the ELDDO course will need support and encouragement in augmenting their literacy skills. It cannot be assumed that all students are equally proficient at all the language skills. It may be necessary to adapt the profile and the activities accordingly and review/teach expectations from previous ELD courses. Schools should involve community volunteers, administrators, paraprofessionals, peers, and families to ensure that these young people acquire the skills that will allow them to reach their full potential.

ELDDO is the final course in English Literacy Development and it revolves around the themes of making choices, overcoming challenges, understanding rights, finding solutions, and preparing for the future. Throughout this profile, there is a content-based approach to lesson planning that connects literacy skills with other disciplines. The units integrate language and content instruction so that students can develop academic knowledge and skills at the same time as they develop their language skills. This course also gives students opportunities to practise the reading and writing skills demanded for the Grade 10 Test of Reading and Writing. Teachers should consult the expectations from the Ontario Curriculum Policy Documents in English, Guidance, Career Studies, and The Arts before beginning the course. Although many activities throughout the course focus on personal and career planning, the ELDDO course is not a substitute for the compulsory Career Studies course.

The culminating performance task in Unit 4 embodies the course expectations, assesses student achievement, and prepares students for further courses. Students participate in a simulated search for a part-time job and volunteer placement by completing a "Stepping into the Future" portfolio. The portfolio includes an interest/skills inventory, a part-time job/volunteer search plan, the necessary documents, and a videotaped role-play of a job/volunteer placement interview. Teachers should inform students at the beginning of the course that they are required to complete the "Stepping into the Future"

portfolio. Assure students that there will be many opportunities throughout the course to practise the skills necessary for the successful completion of the culminating task and to acquire the prior knowledge and skills needed for destination courses. Completion of the "Stepping into the Future" portfolio will give students a tool to build upon in future courses and to use in further job searches.

Throughout the course, reading and writing skills are enhanced through the use of a variety of fiction and non-fiction texts, CD-ROMs, Internet sites, and videos. Teachers should encourage students to read and respond to a variety of reading materials with minimal teacher support with time being provided for daily silent reading. In each unit, there are opportunities to create, analyse, and interpret a variety of media works through the completion of guided viewing packages. Drama and cooperative learning exercises are incorporated throughout the course because they involve language in authentic, interactive contexts. Teachers should be sensitive to the class dynamic and level of trust before embarking on some activities. Emphasis is placed on competence in writing linked paragraphs, which express an opinion or give information, completing documents, and writing reports.

Units: Titles and Time

* Unit 1	Choices and Challenges	25 hours
* Unit 2	Understanding Rights and Responsibilities	25 hours
Unit 3	Finding Solutions	30 hours
Unit 4	Stepping into the Future	30 hours

* These units are fully developed in this Course Profile.

Unit Overviews

Unit 1: Choices and Challenges

Time: 25 hours

Unit Description

This unit engages students in a variety of self-assessment activities that centre on the themes of choices and challenges. It emphasizes the fact that we make choices daily and face and overcome challenges of different kinds. Students participate in cooperative groups, and in the guided viewing and discussion of videos. Many opportunities are provided for reading and responding to literature, improving decision-making and communication skills, and participating in group work and research. In the culminating activity, students write a three-paragraph composition about someone who has overcome a challenge. These compositions are published as a class collection of stories and presented.

Unit Overview Chart

Activity	Expectations	Assessment	Focus/Tasks
1 Who Am I? 4 hours	DORV.01L, DOR1.01L, DREV.01L, DREV.04L, DWRV.02L, DWR1.01L, DSCV.03L, DSCV.04L, DSC2.01L, DSC2.02L	Knowledge/ Understanding Thinking/Inquiry Communication Application	**Focus:** Diagnostic Assessment **Tasks:** Poetry Paragraph on Personal Dreams Personal interest inventory Self wheel Personal profile Teacher read-aloud

2 Personal Choices 4 hours	DORV.01L, DOR1.01L, DREV.02L, DRE2.01L, DRE3.01L, DWRV.02L, DWRV.03L, DWRV.04L, DWR2.01L, DWR2.02L, DWR2.03L, DWR3.02L, DWR3.04L, DSCV.03L	Communication	**Focus:** 3-paragraph Composition **Tasks:** Choices scenarios Personal choice writing
3 Breaking Down Barriers 5 hours	DORV.01L, DREV.01L, DREV.02L, DRE1.02L, DRE1.03L, DRE2.01L, DRE3.02L, DRE3.03L, DWRV.01L, DWRV.04L, DWR1.03L, DWR2.01L, DWR2.02L, DWR2.04L, DSCV.03L, DSC2.03L	Thinking/Inquiry Communication Application	**Focus:** Short Stories **Tasks:** Video viewing Independent reading Vocabulary logs Response writing Graphic organizers Letter writing
4 Meeting Challenges 5 hours	DORV.01L, DORV.04L, DOR1.01L, DOR3.01L, DOR3.03L, DREV.01L, DREV.04L, DWRV.01L, DWR1.01L, DSC1.03L, DSC1.05L	Thinking/Inquiry Application	**Focus:** Media Study/Guided viewing **Tasks:** Retelling Evaluating a point of view Response writing Film viewing
5 Other Voices 4.5 hours	DOR3.04L, DREV.02L, DREV.04L, DRE2.02L, DRE3.01L, DRE4.01L, DRE4.02L, DRE4.03L, DRE4.04L, DWRV.01L, DWRV.02L, DWRV.03L, DWR2.04L, DWR3.02L, DWR3.03L, DWR3.04L	Knowledge/ Understanding Thinking/Inquiry Communication	**Focus:** Research and Write Biographies **Tasks:** Silent and oral reading WH-6 format of questioning Sentence combining Research Compositions Writing process
6 Sharing Voices 2.5 hours	DORV.01L, DOR1.01L, DREV.03L, DWR1.02L, DSCV.03L, DSC2.02L, DSC2.03L	Knowledge/ Understanding Thinking/Inquiry Communication Application	**Focus:** Oral Presentation **Tasks:** Read class book Jot notes Create test questions Presentations Test – open book

Unit 2: Understanding Rights and Responsibilities

Time: 25 hours

Unit Description

This unit develops citizenship awareness through an exploration of global human rights and through an understanding of rights and responsibilities of living in Canada. Students read and discuss social and political documents that affect how Canadian society works. Through the completion of media viewing assignments, students interpret, compare, and evaluate different points of view. Students respond to newspaper/magazine articles by creating a scrapbook. Using the CD-ROM *Defining Canada*, groups complete a guided research assignment on rights and responsibilities. Students independently read a novel using literature circles. The culminating activity is the videotaping of a presentation on issues affecting rights and responsibilities in Canada.

Unit Overview Chart

Activity	Expectations	Assessment	Focus/Tasks
1 Know Your Rights 3 hours	DORV.01L, DREV.02L, DRE1.01L, DRE2.01L, DRE4.04L, DWR1.02L, DSCV.01L, DSC1.01L	Knowledge/ Understanding Thinking/Inquiry Communication	**Focus:** Reading non-fiction **Tasks:** Response writing Jigsaw reading Graphic organizers Study for quiz
2 Rights of the Child 3 hours	DORV.01L, DOR1.01L, DOR3.01L, DSCV.02L, DWRV.01L	Communication Thinking/Inquiry Application	**Focus:** Guided viewing **Tasks:** Discussion Viewing of videos Group work Response writing
3 Making Positive Changes 6 hours	DREV.01L, DREV.O2L, DRE1.02L, DRE1.O3L, DRE2.01L, DRE3.01L, DWRV.01L, DWR1.03L, DSC2.01L	Thinking/Inquiry Communication	**Focus:** Reading novels independently **Tasks:** Independent reading Literature circles Student/ teacher reading conferences
4 It's Your Right 3 hours	DRE3.O2L, DRE4.01L, DRE4.03L, DRE4.04L, DWRV.O3L, DWRV.O4L, DSCV.O1L, DSC1.02L	Thinking/Inquiry	**Focus:** Researching rights using a CD-ROM **Tasks:** Groups Read Make notes Write report
5 Seeing Through Other Eyes 4 hours	DOR3.01L, DOR3.03L, DWRV.O3L, DSC1.05L, DSC1.06L, DSC1.07L	Communication	**Focus:** Interpretation and evaluation of current events in newspapers **Tasks:** Interviews Discussion Reading Summary writing

6 Our Canada 6 hours	DORV.03L, DORV.O4L, DOR2.03L, DOR3.04L, DWR2.01L, DWR2.02L, DWR2.03L, DWR2.04L, DSC1.O6L, DSC2.01L, DSC1.07L, DSC2.02L	Thinking/Inquiry Communication Application	**Focus:** Presenting a point of view **Tasks:** Viewing Discussion Writing compositions Presentation of compositions Videotaping presentations

Unit 3: Finding Solutions

Time: 30 hours

Unit Description

Students study short stories, cross cultural folktales, and a novel to explore the dynamics of anger, hurt, conflict resolution, communication, and mediation. Students participate in interactive conflict resolution exercises, discussion groups, role-plays, readers theatre, and storytelling circles. Students continue to develop media knowledge as they expand their skills in searching for solutions. As a culminating task, students write a creative story/folktale for children using the elements of fiction while incorporating the resolution of a conflict through a particular problem-solving method.

Unit Overview Chart

Activity	Expectations	Assessment	Focus/Tasks
1 Managing Conflict 5 hours	DORV.01L, DOR1.01L, DREV.01L, DRE1.02L, DRE2.01L, DRE3.01L, DWRV.01L, DWRV.04L, DWR3.01L, DWR3.02L, DWR3.04L, DSCV.03L, DSC2.02L	Knowledge/ Understanding Thinking/Inquiry Communication Application	**Focus:** Managing Conflicts **Tasks:** • View film • Interactive conflict exercises • Read and analyse conflict resolution scenario • Study problem-solving model • Daily journals
2 When the Dust Settles 4 hours	DORV.04L, DOR3.01L, DOR3.03L, DWR1.03L, DSCV.02L, DSC1.06L, DSC1.07L	Thinking/Inquiry	**Focus:** Guided Viewing **Tasks:** • View video and answer questions on video as a class • View video and answer questions in small groups • Group presentations • View video and answer questions individually

3 Read and Solve 5 hours	DORV.01L, DORV.02L, DOR1.01L, DOR2.01L, DREV.01L, DREV.02L, DRE3.01L, DRE3.02L, DRE3.03L, DWRV.01L, DSCV.03L, DSC1.04L, DSC2.01L	Thinking/Inquiry Communication Application	**Focus:** Folktales and short stories **Tasks:** • Read short stories/ folktales • Analyse using elements of a short story • Discuss problem-solving skills of characters • Readers theatre • Improvise in role using characters from previously read short stories/folktales
4 Exploring Options 10 hours	DORV.01L, DORV.02L, DORV.03L, DOR1.02L, DOR2.03L, DRE2.01L, DRE3.02L, DSCV.02L, DSC1.04L, DSC1.06L, DSC1.07L, DSC2.01L, DSC2.02L, DSC2.03L	Knowledge/ Understanding Thinking/Inquiry Communication Application	**Focus:** Novel Study **Tasks:** • Cooperative and independent reading • Group and individual plot web • Group presentation • Vocabulary/ comprehension exercises • Character sketches • Cloze test –comprehension/ vocabulary • Readers theatre • Summative test
5 Decisions Decisions 6 hours	DORV.01L, DREV.02L, DWRV.01L, DWRV.03L, DWR1.03L, DWR2.01L, DWR3.02L, DWR3.03L, DWR3.04L, DSCV.03L	Application Communication	**Focus:** Write folktale/short story **Tasks:** • Review elements of fiction • Review problem-solving method • Storytelling • "Circle story" storyboards • Review direct/indirect speech • Write short story/ folktale • Read stories to selected audience

Unit 4: Stepping into the Future: Looking for a Part-Time Job/Volunteer Placement

Time: 30 hours

Unit Description

This unit develops personal and career goals by having students participate in a simulated search for a part-time job/volunteer placement. Students discover and assess their interests, skills, and talents. Using a variety of career-related resources, students explore opportunities for part-time work and volunteering. Through a series of guided reading and writing activities, students prepare the necessary documents for a job and volunteer search. They also learn how to assess whether a job/volunteer placement is appropriate and safe. The culminating performance assessment is the completion of a "Stepping into the Future" portfolio. The portfolio includes an interest/skills inventory, a plan for searching for a job/volunteer placement, the necessary documents including application forms, letters of inquiry, covering letters, resumes/personal information sheets, and a videotaped role-play of the student participating in an interview for a job/volunteer placement.

Unit Overview Chart

Activity	Expectations	Assessments	Focus/Tasks
1 Know Yourself 4 hours	DORV.01L, DREV.04L, DWRV.01L, DWR1.01L, DSCV.04L,	Thinking/Inquiry	**Focus:** Know yourself "Stepping into the Future" **Tasks:** • Self wheel • Interest/skills chart • Begin "Stepping into the Future" portfolio
2 Stepping Stones 6 hours	DOR1.02L, DREV.01L, DREV.04L, DRE2.02L, DRE3.01L, DRE4.01L, DRE4.02L, DWRV.01L, DWR1.01L, DWR2.01L, DWR2.04L, DSCV.04L	Knowledge/ Understanding Thinking/Inquiry Communication Application	**Focus:** Exploring opportunities for jobs/volunteering **Tasks:** • Explore and research jobs/volunteering through Internet, newspapers, texts, viewing, community contacts • Discussion of community outreach and networking • Research Report outlining job/volunteer placements
3 Safety First 5 hours	DORV.04L, DWR1.02L, DREV.04L, DWR3.04L, DWR3.02L, DSC1.01L, DOR3.04L	Knowledge/ Understanding Thinking/Inquiry Communication Application	**Focus:** Safety first **Tasks:** • Read, view, discuss worker's rights • Top ten list of unsafe work practices • Poster advertising safety in the workplace

6 Get Set 4 hours	DORV.03L, DSC3.01L, DREV.O2L, DWR2.05L, DWR2.06L, DWR3.04L, DWRV.O3L, DWRV.01L, DWR1.04L, DOR1.02L, DOR1.03L, DOR2.O4L	Communication, Application	**Focus:** Preparing the necessary documents and learning appropriate oral skills. **Tasks:** • Completion of work related documents • Role-play phone and in person inquiries
7 Start Looking 3 hours	DWRV.01L, DREV.04L, DSC3.01L	Knowledge/ Understanding Thinking/Inquiry, Application, Communication	**Focus:** Job Search Action Plan **Tasks:** • Action plan development
8 The Interview 6 hours	DORV.03L, DORV.04L, DWRV.04L, DOR1.03L, DOR2.02L, DOR2.03L, DSC2.01L, DSC2.02L, DSC3.01L	Thinking/Inquiry Communication, Application	**Focus:** The interview **Tasks:** • Research effective interviews by reading, viewing • Write scripts for interviews • Rehearse interviews • Videotape interview • Debrief
9 Celebrate Our Success 2 hours	DSCV.04L, DSC2.02L	Application	**Focus:** Celebrating your success **Tasks:** • Present "Stepping into the Future" portfolio • Class ceremony

Teaching/Learning Strategies

A variety of strategies are used throughout the course to support ELD learners as they further their literacy skills:

- Direct instruction – whole class and small group
- Brainstorming
- Conferencing – student-teacher/student-student discussion
- Small group cooperative learning – jigsaw
- Group simulation – interactive conflict resolution exercises
- Report, Letter, Application, Résumé Writing
- Oral presentations
- Reflective journals
- Literature circles
- Individual and group research – Internet search, note taking
- Skits and scenarios – role-play, readers theatre, drama
- Self-assessment and reflection
- Multimedia presentations – videotape presentations
- Response to video
- Graphic organizers – impact wheel, personal profile
- Guided reading and independent reading;
- Writing process
- Portfolio
- Read aloud

Assessment & Evaluation of Student Achievement

When assessing ELD learners, teachers must be aware that these students will require much guidance and support to perform their best. It is important that a variety of diagnostic, formative, and summative assessment and evaluation strategies be employed throughout the course.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation, held near the end of the course.

Assessment strategies used in this unit include:

- Quizzes, tests
- Teacher observation
- Journals
- Demonstrations/performances – role-play, scenarios
- Scrapbook
- Writing a short story
- Letter writing
- Response to video
- Making test questions
- Storyboard
- Action Plan
- Poster
- Graphic organizer
- Self-assessment – personal profile, impact wheel, compositions
- Storytelling
- Readers theatre
- Cloze test
- Group research
- Book report
- Personal communication – literature circles, portfolios, cooperative groups, oral presentations

Accommodations

The following considerations apply to all the units in this course:

1. Any student may require accommodations for a variety of reasons.
2. Appropriate accommodations are part of each activity in a unit for the specific needs of ELD learners.
3. Instructional and student achievement activities must take into account the strengths, needs, learning expectations, and accommodations as identified in the Individual Education Plan whether students are formally identified or not.
4. Accommodations to curriculum, instruction, and student achievement may include but are not limited to:
    - Simplified tasks;
    - Additional time for learning and completion of tasks;
    - Modified workload;
    - Graphic organizers (diagrams, flow charts, etc.) as options for recording and reporting work;
    - Computer-assisted learning;
    - Expanded expectations and opportunities for enrichment.
5. Teachers will consult individual student IEPs for specific direction on accommodation for individuals.

Resources

Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Books

Bessert, Carol, S. D. Crozier, and C. Violato. *Career and Life Management*. Calgary: Weigl Educational Publishers Limited, 1988.

Bingham, M., J. Edmondson, and S. Stryker. *Challenges*. California: Advocacy Press, 1993. ISBN 0-911655-24-7

Bingham, M., J. Edmondson, and S. Stryker. *Choices*. California: Advocacy Press, 1993. ISBN 0-911655-22-0

Byrd, Donald R. H. and Isis Clemente-Cabetas. *React Interact*. Englewood Cliffs, New Jersey: Prentice Hall Regents, 1991. ISBN 0-13-753716-6

Canfield, Jack, M. V. Hansen, and K. Kirberger. *Chicken Soup for the Teenage Soul*. Florida: Health Communications Inc., 1997. ISBN 1-55874-463-0

COBUILD Learner's Dictionary. Waterloo, Ontario: The Resource Centre, 2000. ISBN 0003750582

Covey, Sean. *The 7 Habits of Highly Effective Teens*. New York: Fireside, 1998. ISBN 0-684-85609-3

Fuchs, Marjorie, Margaret Bonner, and Miriam Westheimer. *Focus on Grammar: An Intermediate Course for Reference and Practice*, 2nd ed. White Plains, NY: Addison Wesley Longman, Inc., 2000. ISBN 0-201-34682-6

Macbeth, Fiona and Nic Fine. *Playing with Fire*. Gabriola Island, BC: New Society Publishers, 1995. ISBN 1-55092-257-2
This book is a practical guide to creative conflict resolution for teachers, social workers etc. It offers a training program for helping teenagers and young adults deal creatively with interpersonal conflict and violence.

Maurer, Jay. *Focus on Grammar: An Advanced Course for Reference and Practice*. White Plains, N. Y.: Addison-Wesley Publishing Company, Inc., 1995. ISBN 0-201-65693-0

O'Malley, J. Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners*. Addison-Wesley Publishing Company, Inc., 1996. ISBN 0-201-59151-0

Parsons, Les. *Expanding Response Journals in All Subject Areas*. Heinemann, 1997.

Porter, Jessie. *New Canadian Voices*. Toronto: Wall & Emerson, Inc., 1991. ISBN 1-895131-05-7

Porter, Jessie. *Voices Past and Present*. Toronto: Wall and Emerson, Inc., 2000. ISBN 1-895131-19-7

Read-Aloud Novels

Bell, William. *Absolutely Invincible*. Toronto: General Paperbacks, 1988. ISBN 0-7736-7291-5
This is the story of four friends with various disabilities that face the challenge of taking a motorcycle trip to Algonquin Park.

Boraks-Nemetz, Lillian. *The Sunflower Diary.* Montreal: Roussan, 1999. ISBN 1-896184-58-8
A sixteen-year-old girl writes about her life during her stay in a Victoria boarding school where she reluctantly conceals her Jewish identity. However, the memories of war keep intruding into her life.

Yee, Paul. *Breakaway.* Toronto: Groundwood, 1994. ISBN 0-88899-201-7
This is a story, set in Depression-ridden Vancouver in the 1930s, about a young Chinese man trying to struggle to make ends meet and get ahead.

OSS Considerations

Education for Exceptional Students

ELD learners show the full range of learning exceptionalities as do other Ontario students. Some students arrive with previously identified learning needs, while the needs of others may be identified after they have spent more time in an Ontario school.

It is important not to identify students as learning disabled on the basis of performance or behaviours that reflect a normal process of literacy development or a lack of prior educational opportunities. In planning the ELDDO course, the teacher should take into account the needs of exceptional learners as set out in their Individual Education Plan.

The Role of Technology in Curriculum

It is important that ELDDO learners have opportunities to develop competence in using computers and other technology. Computer-assisted learning is integrated throughout the activities. Students are given opportunities to produce and edit pieces of writing using word processing programs, to do Internet research, and to access information through the use of CD-ROM software.

Career Education

ELD teachers are expected to work closely with Guidance staff to help students explore the full range of educational and career opportunities available to them in their new country and educational setting and to ensure that the ELDDO students are included in school-wide career education initiatives. Specific activities focussing on job-search, personal choices, and rights and responsibilities have been developed in this course profile to provide ELD students with the tools to begin to focus on a wide variety of career choices.

Health and Safety

Students who are recent arrivals from other countries may have special health and safety needs. ELDDO students need confidence to handle health and safety situations in their new environment and in the workplace. They must learn to respond to situations effectively with their level of literacy. The ELDDO course addresses safety in the workplace and the rights and responsibilities of workers.

Emotional health is as important as physical health and safety. The experience of immigration, even in the best of circumstances, involves feelings of loss and disorientation for many students. The units and activities have been carefully chosen and structured to relate to the cultural adjustment process. Teachers must be sensitive to the range of experiences that students bring with them and recognize the equal legitimacy of students choosing to share or keep private their experiences and feelings resulting from the trauma of war, flight, loss, and dislocation.

A school environment that is free of racial and sexual harassment is as important to students as being in a physically safe environment. Teachers should ensure that students are aware of important school rules and routines for personal safety and should review the board's racism and sexual harassment policy. Students should be taught to report problems and to get help if they are being harassed in any way.

Coded Expectations, Literacy for School and Work, ELD Level 4, Open, ELDDO

Oral and Visual Communication

Overall Expectations

DORV.01L · participate in discussions and short oral presentations about a variety of school, workplace, and personal topics;

DORV.02L · demonstrate understanding and appreciation of different varieties of spoken English;

DORV.03L · use and respond appropriately to the formal and informal styles of spoken English suited to school, workplace, and social situations;

DORV.04L · create, analyse, and interpret a variety of media works.

Specific Expectations

Developing Proficiency in Oral Communication

DOR1.01L – participate effectively in classroom discussions and oral presentations (e.g., by explaining, persuading, summarizing);

DOR1.02L – use a variety of communication strategies to sustain conversations (e.g., ask for clarification; paraphrase; use appropriate facial expressions and gestures);

DOR1.03L – recognize and use the styles of spoken English required in a variety of workplace situations (e.g., evaluate customer and employee interactions as presented in a video; role-play an employee asking for advice from a supervisor).

Using English in Socially and Culturally Appropriate Ways

DOR2.01L – listen to and analyse different varieties of English used in poems and stories (e.g., poems and stories from England, the Caribbean, or Newfoundland);

DOR2.02L – analyse taped conversations to distinguish formal from informal English (e.g., cafeteria conversations, office interactions, parent/student/teacher conferences);

DOR2.03L – use the appropriate style of language in a variety of role plays (e.g., introducing a new student to other classmates, participating in a job interview, making weekend plans with friends);

DOR2.04L – use standard Canadian English appropriately in school and workplace situations.

Developing Media Knowledge and Skills

DOR3.01L – interpret, compare, and evaluate the points of view taken in a variety of media works (e.g., newspaper articles, films, advertisements);

DOR3.02L – describe the functions of different elements in magazines and newspapers (e.g., headlines, feature articles, editorials);

DOR3.03L – identify strategies used in different media to influence audiences (e.g., celebrity endorsements, appeals to emotion);

DOR3.04L – create a variety of media works (e.g., classroom newspapers, video advertisements, radio documentaries).

Reading

Overall Expectations

DREV.01L · read and respond to a variety of fiction and non-fiction materials, with minimal teacher support;

DREV.02L · use appropriate reading strategies to understand and interpret a variety of fiction and non-fiction materials;

DREV.03L · extract information from texts in a variety of subject areas, with teacher guidance;
DREV.04L · locate and evaluate information from a variety of print and non-print resources and use it for guided research projects, career exploration, and personal interest.

Specific Expectations

Reading and Responding

DRE1.01L – extract information from texts in a variety of subject areas, with teacher guidance;
DRE1.02L – choose and respond to personal reading materials suitable to their age and interests;
DRE1.03L – respond to personally selected books in a variety of ways (e.g., record ideas and feelings in a reading log; write book reviews; present book talks).

Developing Vocabulary

DRE2.01L – use a variety of strategies to expand their vocabulary (e.g., recognize changes of meaning caused by prefixes and suffixes; infer meaning from context; use dictionaries and thesauri to determine meaning and usage and to identify parts of speech);
DRE2.02L – recognize and use key elements of standard textbook formats to find required information (e.g., tables of contents, indexes, boldface type, italics).

Using Reading Strategies for Comprehension

DRE3.01L – use a variety of reading strategies to determine meaning (e.g., cueing systems, self-correction, prediction, background knowledge);
DRE3.02L – explain how a reading strategy suits a specific reading task (e.g., adjusting reading speed to suit the purpose and difficulty of a task);
DRE3.03L – recognize some common cross-cultural themes and figures in folk tales and stories (e.g., the coming-of-age theme, the trickster figure).

Developing Research Skills

DRE4.01L – consult print and electronic sources to acquire information (e.g., print and non-print magazines and newspapers, CD-ROMs, the Internet);
DRE4.02L – skim and scan text to choose relevant materials (e.g., to identify material at an appropriate level; to locate sections that deal with specific topics);
DRE4.03L – compare and evaluate ideas and information from more than one source, for guided research projects;
DRE4.04L – summarize main points for guided research projects, using graphic organizers (e.g., charts, tables, Venn diagrams).

Writing

Overall Expectations

DWRV.01L · write in a variety of forms for personal purposes, to carry out classroom assignments, and to pursue career goals, with teacher guidance;
DWRV.02L · organize and develop ideas, using linked paragraphs;
DWRV.03L · use the writing process to revise and edit written work, with teacher guidance;
DWRV.04L · use the sentence patterns and conventions of standard Canadian English correctly most of the time in written work.

Specific Expectations

Relating Purpose to Form

DWR1.01L – write for personal and career-related purposes (e.g., letters, newspaper advertisements, résumés);

DWR1.02L – take notes on information presented in class, using graphic organizers, blackboard outlines, and other aids;

DWR1.03L – link ideas, using a variety of transitional words and phrases suited to the purpose (e.g., *the same as, also* to indicate comparison; *first, then* to clarify sequence; *because, because of* to indicate a cause-and-effect relationship);

DWR1.04L – fill out a wide variety of forms of varying complexity (e.g., job applications, driver's license forms, SIN applications).

Applying the Writing Process

DWR2.01L – participate in prewriting discussions and activities (e.g., develop graphic organizers; produce written outlines);

DWR2.02L – draft and revise the content of short compositions, working independently or with a peer;

DWR2.03L – edit short compositions to correct specific items outlined on a checklist (e.g., to ensure subject-verb agreement, consistency of tenses, inclusion of transitional words and phrases);

DWR2.04L – produce an edited copy of a short composition;

DWR2.05L – use word-processing software to compose and edit pieces of writing;

DWR2.06L – use graphics software to format and embellish pieces of writing.

Developing Accuracy in Written Communication

DWR3.01L – use knowledge of spelling conventions to spell words correctly most of the time in personal and school-related compositions;

DWR3.02L – use knowledge of the forms and rules of English grammar (e.g., verb tenses, conditional forms, rules for subject-verb agreement) to write correctly most of the time;

DWR3.03L – use a variety of sentence structures for interest and/or emphasis;

DWR3.04L – use punctuation correctly most of the time.

Social and Cultural Competence

Overall Expectations

DSCV.01L · demonstrate an understanding of the rights and responsibilities of living in Canada;

DSCV.02L · participate in discussions and debates on local, national, and global issues and events;

DSCV.03L · demonstrate flexibility as learners in different teaching and learning situations;

DSCV.04L · identify personal and career goals and plan how to achieve them.

Specific Expectations

Developing Citizenship Awareness and Skills

DSC1.01L – participate in discussions about social and political documents that affect how our society works (e.g., the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, district school board race relations policies);

DSC1.02L – identify and use the skills needed to seek assistance in the school and community (e.g., use, and help others to use, the services of school guidance departments and community and school support services; explain their district school board's harassment policy and procedures);

DSC1.03L – participate in discussions about media perspectives on social and cultural issues (e.g., newspaper and television selection and presentation of facts, images, and opinions related to race, gender, and age);

DSC1.04L – use knowledge of strategies for conflict resolution in simulations, role plays, and group discussions;

DSC1.05L – participate in discussions about similarities and differences in the needs and values of people of different generations and cultures and both genders;

DSC1.06L – explain the significance of some local, national, and international current events;

DSC1.07L – respond to issues in current events (e.g., through writing assignments, role plays).

Adapting to the School Setting

DSC2.01L – participate fully in group activities (e.g., contribute productively to all group tasks; assist others in the group; help keep the group on task);

DSC2.02L – participate constructively in a variety of learning and teaching situations (e.g., independent research, oral presentations, varied assessment situations);

DSC2.03L – use study skills effectively to achieve learning goals (e.g., select suitable study strategies; use self-monitoring and self-correcting strategies).

Developing Personal and Career Goals

DSC3.01L – participate in a real or simulated job search (e.g., seek opportunities; tailor a résumé; write a covering letter and/or make a telephone call to accompany a job application; prepare for and participate in an interview).

Unit 1: Choices and Challenges

Time: 25 hours

Unit Description

This unit engages students in a variety of self-assessment activities that centre on the themes of choices and challenges. It emphasizes the fact that we make choices daily and face and overcome challenges of different kinds. Students participate in cooperative groups, and in the guided viewing and discussion of videos. Many opportunities are provided for reading and responding to literature, improving decision-making and communication skills, and participating in group work and research. In the culminating activity, students write a three-paragraph composition about someone who has overcome a challenge. These compositions are published as a class collection of stories and presented.

Activity 1: Who am I?

Time: 240 minutes

Description

The expectations of this introductory activity are clustered to focus on identifying personal goals, participating in discussions on personal topics, and demonstrating flexibility as learners in different teaching and learning situations. There is ample opportunity for diagnostic language assessment and teacher observation of the ability of students to work with others in groups. Class routines and expectations are established to create a positive classroom learning environment. Students read and discuss poetry, complete a personal interest inventory, and write and share personal profiles with the class. The teacher reads aloud daily from a novel that focuses on the themes of choices and challenges. The culminating performance task is to create a poster and a personal profile that reflect each student's uniqueness.

Strand(s) & Learning Expectations

Strand: Oral and Visual Communication
DORV.O1L - participate in discussions and short oral presentations about a variety of school, workplace, and personal topics;
DOR1.O1L - participate effectively in classroom discussion and oral presentations (e.g., by explaining, persuading, summarizing).

Strand: Reading
DREV.O1L - read and respond to a variety of fiction and non-fiction materials, with minimal teacher support;
DREV.O4L - locate and evaluate information from a variety of print and non-print resources and use it for guided research projects, career exploration, and personal interest.

Strand: Writing
DWR1.01L - write for personal and career-related purposes (e.g., letters, newspaper advertisements, résumés);
DWRV.02L - organize and develop ideas using linked paragraphs.

Strand: Social and Cultural Competence
DSCV.03L - demonstrate flexibility as learners in different teaching and learning situations;
DSCV.04L - identify personal and career goals and plan how to achieve them;

DSC2.01L - participate fully in group activities (e.g., contribute productively to all group tasks; assist others in the group; help keep the group on task);
DSCV2.O2L - participate in discussions and debates on local, national, and global issues and events.

Prior Knowledge & Skills

- demonstrates proficiency in the learning expectations of the ELDCO course
- uses the writing process
- writes linked paragraphs
- reads fiction and non-fiction materials with minimal teacher guidance
- works effectively in groups

Planning Notes

- It cannot be assumed that all students entering ELDDO are equally proficient in all the language skills. In order to build on students' skills and experiences, Activity 1 provides opportunities for diagnostic assessment of students' prior knowledge and skills in reading, writing, listening, speaking, and the ability to work with others in groups. It is appropriate for teachers to conduct diagnostic assessment whenever students enter the course and to assign peer helpers to help familiarize new students with their new school, its rules and facilities. It may be necessary to adapt teaching/learning strategies and review/teach expectations from previous ELD courses.
- Spend time creating a welcoming atmosphere to help students feel comfortable in their school environment. Be aware of students who are new to the school and may need orientation to the facilities and rules of the school. Appoint a classmate as a new student's "buddy." It would be beneficial for students to review their timetables early in the unit to ensure that they are appropriate for each individual. Changes and adjustments may need to be made as the course progresses. Encourage students to ask for help with any adjustment or academic issues that concern them.
- Collaboratively build class rules and expectations to create a positive classroom learning environment. Make copies of these rules and expectations for students to keep in their notebooks. Distribute course outlines and make students aware of the expectations of the ELDAO course.
- Establish at the beginning of the course a number of ongoing classroom routines and activities, which are integral parts of a balanced language learning program. These routines include: journal writing; silent reading; reading aloud of a variety of materials by the teacher; keeping organized notebooks; learning relevant Canadian cultural material; participating in discussions and group work; working independently; submitting assignments in a timely fashion; and using agenda planners to track homework, projects and assignments.
- Prepare the ice-breaker sheet "Find Someone Who…" Additional ice-breaker and group activities are available in *Caring and Sharing in the Foreign Classroom*, and *Recipes For Tired Teachers*.
- Obtain sufficient copies of the texts *Voices Past and Present* and *New Canadian Voices* for reading poetry and stories about dreams and new experiences or gather suitable poems and stories for class study. For diagnostic purposes, create questions that focus on understanding the poems and invite personal response.
- Select a novel to be read aloud daily by the teacher. Provide additional copies for students to follow along as they are being read to. Use this read-aloud time to engage students in the enjoyment of the story, develop critical thinking skills and make students active readers. Demonstrate reading strategies that develop competence in comprehension, expand vocabulary, and encourage personal response. A suggested read-aloud novel is *Absolutely Invincible*, the story of four friends with various disabilities that face the challenge of a motorcycle trip to Algonquin Park. Other suggestions for read-aloud novels are made in the resources section.
- A good way to begin response journals is to have students react to the read-aloud novel. After a specific section, which lends itself to a response, ask students to respond in writing.

- Prepare multiple copies of a self-wheel. A self-wheel is a full-page graphic organizer, which looks like a flower with 6-8 petals. The student places his/her name in the centre and then writes in each petal things that are important in the student's life. For example a student might write family in one petal, school in another, sports, etc. In advance of the class, the teacher completes a self-wheel to share with the class. Decide whether it is suitable to have students share and discuss their self-wheels with their classmates before filing them away for future use in Unit 4.
- There are many tests that have been developed to help people know themselves better and to identify special interests aptitudes and abilities. Through consultation with career studies teachers, guidance counsellors and teacher/librarians, find interest inventory tests that are suitable for the reading level and age level of your class. Examples of interest inventory tests may be found in the print materials of the Sunburst Video Series, *Career Planning* or in the *ESL/ELD Resource Guide for Career Studies* developed by the Toronto District School Board.
- Make sufficient copies of an interest inventory for students to complete and score independently.
- The final culminating task is to create a personal poster and write a composition about what makes the student unique. The poster must include the student's name written as an acrostic poem and accompanying visuals such as a collage, a picture, a personal symbol or a coat of arms. Share previous students' posters with the class. To model the writing task, make copies of a 3-paragraph composition written by the teacher or other students. For additional models of personal reflective writing, consult *New Canadian Voices*, *Voices Past and Present* and other books with autobiographical stories, such as *Chicken Soup for the Teenage Soul*.
- Keep a file folder of the work completed by each student. These folders can be used for diagnostic assessment, for documentation of student progress, and later for students themselves to use as part of their "Stepping Into the Future" portfolio in Unit 4. The themes of self-discovery, and choices and challenges that begin in this activity will continue throughout the course.

Materials Needed

Copies of ice breakers, course outlines, texts *Voices Past and Present* and *New Canadian Voices* or other poems and stories, read aloud novel *Absolutely Invincible* or other novel, copies of self-wheel, interest inventories and answers model composition of personal profile, chart paper, dictionaries, thesauruses, a camera, and art supplies.

Teaching/Learning Strategies

1. To facilitate students' comfort levels, start with an ice breaker activity such as: "Find Someone Who…" Go over the vocabulary on the instruction sheet, model asking yes and no questions. Students circulate and interact by asking questions of each other and explaining their choices to the group. Continue daily with additional ice breakers and interactive group activities.
2. Distribute course outlines and collaboratively establish rules that will permit students to participate effectively in classroom activities.
3. Invite classmates to be new students' "buddies."
4. Have students form a circle around the teacher who then models the activity, "*My name is ... and my dream is to...*" Throw a ball of string to a student who then makes a similar introduction and throws it to another student. Once all students have introduced themselves, have students try to recall each other's names and dreams. Encourage students to assist each other in recalling the names.
5. Read aloud and discuss the poem, "Dreams," by Langston Hughes found in *Voices Past and Present*, p. 62. Refer to page 101 for suitable discussion questions. Have students write in class one paragraph about a dream or plan they have for the future. Diagnostically assess the writing for ideas and evidence of editing and accuracy in written work. Keep this piece of writing for the students to use in building their "Stepping into the Future" portfolio in Unit 4.

6. Divide the class into small groups. Read aloud the poem, "Foreign Student" by Barbara Robinson found in *Voices Past and Present*, p. 62. Direct groups to write answers collectively to questions 1-3 and discuss questions 4 and 5 found on p. 101or create questions that focus on understanding and responding to the poem. Circulate to assist learners with the group task. Have small groups report to the whole class.
7. Select for silent reading, stories that focus on the choices and challenges in students' lives from *New Canadian Voices*, pp. 14-26, *Voices Past and Present*, pp. 67-78 or other suitable texts. Have students choose stories for the teacher to read aloud and to be discussed as a class.
8. Read aloud the poem, "You Have Two Voices", by Nancy Prasad, pg. 64, *Voices Past and Present*. Have students independently answer the questions on pp. 101-102. Collect and diagnostically assess.
9. Introduce the novel to be read aloud daily throughout the unit.
10. Brainstorm students' personal interests. Display on chart paper a self-wheel completed by the teacher or other students. Have students complete a self-wheel. Collect and keep it on hand for use in Unit 4.
11. Have students independently complete an Interest Inventory. Circulate and help with any reading difficulties. Collect and keep it on file for use in Unit 4.
12. For the final culminating task, students create a personal poster reflecting their interests and write a composition about what makes him/her unique. The poster must include the student's name written as an acrostic poem and visuals, which may include a collage, a picture, a personal symbol or a coat of arms. Review/teach adjectives, acrostic poems, and how to use dictionary and thesaurus.
13. Model good composition writing by distributing copies of a three-paragraph composition written by yourself or another student. Review the writing process and discuss the features of a good composition.
14. Display the posters and keep on file the written profile for use in Unit 4.

Assessment & Evaluation of Student Achievement

- Paragraph on personal dreams – assess for organization and development of ideas (Communication)
- Questions answered about the poem "You Have Two Voices" – assess for accuracy of information (Thinking/Inquiry)
- Teacher observation of group activities – assessing participation and positive contribution to group tasks (Communication)
- Self-Wheel, Personal Profile, and Poster – assess organization and development of ideas, sentence structure, use of capitalization, punctuation, and spelling (Knowledge/Understanding, Application, Communication, Thinking/Inquiry)

Accommodations

Students having difficulty with the reading and writing tasks may require adjustment to their course selections. For the culminating task, substitute writing a composition in paragraph form with writing 8-10 sentences on what makes the student unique.

Resources

Canfield, Jack et al. *Chicken Soup for the Teenage Soul 3, More Stories of Life, Love and Learning*. New York: Scholastic, 2000. ISBN 0-439-23731-9

ESL/ELD Resource Guide for Career Studies. The Toronto District School Board, 2000.

Exploring Careers: *What's Right for You*. Video and Teacher's Guide. Pleasantville, N.Y.: Sunburst Career Communication, 1997. ph. 1-800-431-1934.

McCloskey, Mary Lou and Lydia Stark, ed. *Voices in Literature Book One*. Boston: Heinle & Heinle Publishers, 1992. ISBN 0-8384-3948-9

Moskowitz, G. *Caring and Sharing in the Foreign Classroom*. Newbury House. ISBN 0-88377-098-9

Plue, Leo. *Careers: Today and Tomorrow*. Toronto: Irwin, 2000. ISBN 077252857-8

Porter, Jessie. *New Canadian Voices*. Toronto: Wall & Emerson, Inc., 1991. ISBN 1-895131-05-7

Porter, J. *Voices Past and Present.* Toronto: Wall & Emerson, Inc., 2000. ISBN 1-895131-19-7

Sion, Christopher, ed. *Recipes for Tired Teachers*. Toronto: Addison-Wesley, 1985. ISBN 0-201-06509-6

Read-Aloud Novels

Bell, William. *Absolutely Invincible.* Toronto: General Paperbacks, 1988. ISBN 0-7736-7291-5

Boraks-Nemetz, Lillian. *The Sunflower Diary.* Montreal: Roussan, 1999. ISBN 1-896184-58-8

Yee, Paul. *Breakaway*. Toronto: Groundwood, 1994. ISBN 0-88899-201-7

Activity 2: Personal Choices

Time: 240 minutes

Description

The expectations of this second activity are clustered to continue the focus on self-discovery, personal choices, and challenges. Students make personal choices and choose resolutions to scenarios involving others. They listen to and discuss the opinions and ideas of fellow students concerning scenarios they have read. They clarify and express their own values while learning from their peers. Language skills are further developed through the review of sentence structure and linking paragraphs. In the culminating task, students draft and revise the contents of short personal compositions.

Strand(s) & Learning Expectations

Strand: Oral and Visual Communication

DORV.01L - participate in discussions and short oral presentations about a variety of school, workplace, and personal topics;

DOR1.01L - participate effectively in classroom discussions and oral presentations.

Strand: Reading

DREV.02L - use appropriate reading strategies to understand and interpret a variety of fiction and non-fiction materials;

DRE2.01L - use a variety of strategies to expand their vocabulary;

DRE3.01L - use a variety of reading strategies to determine meaning.

Strand: Writing

DWRV.02L - organize and develop ideas, using linked paragraphs;

DWRV.03L - use the writing process to revise and edit written work, with teacher guidance;

DWRV.04L - use the sentence patterns and conventions of standard Canadian English correctly most of the time in written work;

DWR2.01L - participate in prewriting discussions and activities;

DWR2.02L - draft and revise the content of short compositions, working independently or with a peer;

DWR2.03L - edit short compositions to correct items outlined on a checklist;

DWR3.01L - use knowledge of spelling conventions to spell words correctly most of the time in personal and school-related compositions;

DWR3.02L - use knowledge of the forms and rules of English grammar to write correctly most of the time;

DWR3.04L - use punctuation correctly most of the time.

Strand: Social and Cultural Competence

DSCV.03L - demonstrate flexibility as learners in different teaching and learning situations.

Prior Knowledge & Skills

- comprehends passages containing complex verb forms
- writes paragraphs
- uses the writing process

Planning Notes

- When students are asked to discuss/write about personal experiences, their privacy should be respected. Alternate choices where students discuss relatives, friends, etc., should be allowed. Additionally, students can be referred to the read-aloud novel started in Activity 1 in which characters made choices and came to exciting resolutions.
- Find/prepare scenarios involving choices. Suitable scenarios can be found in the books, *Decisions*, *React Interact, Challenges,* and *Choices*. The texts, *Challenges: A Young Man's Journal for Self-awareness and Personal Planning* and *Choices: A Teen Woman's Journal for Self-awareness and Personal Planning* are particularly suited for students who have minimal experience with making independent choices/decisions because they present details to guide the decision-making process. Choose a different scenario for each of the groups.
- Prepare multiple copies of *Appendix A – Personal Choice Writing Plan.*
- Prepare a 3-paragraph personal choice story (true or fictitious) following the format of *Appendix A* to use when modelling the culminating assignment of the activity. Make a copy for the overhead.
- Obtain a copy of a first draft piece of writing done by a student from a previous group and make a copy for the overhead projector to be used to model the revising and editing stages of the writing process.
- The books, *Focus on Grammar* and *Fundamentals of English Grammar* are good sources to draw from when teaching grammar.
- Continue the read-aloud novel started in Activity 1.

Materials Needed

Chart paper, markers, an overhead projector and acetate, writing samples, 3-paragraph teacher prepared story, multiple copies of Appendix A, and scenarios for groups.

Teaching/Learning Strategies

1. Initiate a class discussion by relating a personal struggle and how you overcame it or refer to the choices made in the read aloud novel started in the previous activity. Direct students to think of a problem that they have faced/set for themselves and resolved. Have students share some of their personal choices with the class or some of the choices they read about in Activity 1, Strategy 7.
2. With the class, brainstorm choices that people make in daily life. Discuss their possible reactions and outcomes. List these choices on chart paper. Post it in the classroom.
3. Divide students into small groups. Distribute copies of scenarios which feature choices found in the texts, *Decisions, React Interact, Challenges,* and *Choices.* Have students read and discuss their scenarios and offer suggestions on how to resolve/overcome the struggle. Groups practise role-playing their scenarios for presentation in front of the class.
4. Review/teach sentence structure (complete sentences, sentence fragments, and run-on sentences).
5. Show on the overhead the personal choice writing sample done by the teacher. Read it to the students. Distribute the Personal Choice Writing Plan – Appendix A to students. Deconstruct the first paragraph by asking questions such as *Where and when did this crisis happen? What happened? How did it happen?* Underline the information on the overhead. Continue with the second paragraph using the questions on the *Personal Choice Writing Plan.* Conclude with paragraph three.
6. Using Appendix A, instruct students to draft their 3-paragraph compositions in class. Remind students to double-space their initial draft to allow for ease in applying the writing process.

7. Using a piece of writing from a former student, review with students the revising and editing stages of the writing process. On the overhead, model the revising and editing stages. First have students read the overhead copy and suggest changes that are important for meaning: rewrite or combine sentences, add or delete points, develop ideas, re-arrange information, and use more effective language. Use coloured markers to make the corrections directly on the overhead. Then have students correct mechanical errors and polish the writing, targeting grammar, spelling, punctuation, and word usage. Make corrections directly on the overhead.
8. Have students confer with writing partners to revise, edit, and polish their compositions.
9. Students prepare and hand in a final copy of their compositions, together with the rough drafts.

Assessment & Evaluation of Student Achievement

- Assignments on sentences – assess for structure (Knowledge/Understanding)
- 3-paragraph compositions – assess for information and style (Communication)
- Teacher observation of group activity – assess oral proficiency and responses (Communication)

Accommodations

- Compose new scenarios.
- Brainstorm ideas for composition with supporting details. Do orally, in point form and then written.

Resources

Bingham, Mindy, Judy Edmondson, and Sandy Stryker. *Challenges: A Young Man's Journal for Self-awareness and Personal Planning*. Santa Barbara, California: Advocacy Press, 1993. ISBN 0-911655-24-7

Bingham, Mindy, Judy Edmondson, and Sandy Stryker. *Choices: A Teen Woman's Journal for Self-awareness and Personal Planning*. Santa Barbara: Advocacy Press, 1993. ISBN 0-911655-22-0

Bowers, Barbara and John Godfrey. *Decisions*. Toronto: Pippin, 1983. ISBN 0-88751-018-3

Byrd, Donald R.H. and Isis Clemente-Cabetas. *React Interact*. New Jersey: Prentice Hall Regents, 1991. ISBN 0-13-753716-6

Maurer, Jay. *Focus on Grammar: An Advanced Course for Reference and Practice*. White Plains, N.Y.: Addison-Wesley Publishing Company Inc., 1995. ISBN 0-201-65693-0

Appendix A

Personal Choice Writing Plan

You will be writing three paragraphs about a personal choice that you have made or a challenge you have set for yourself and how you overcame it. The suggestions below will help you plan your paragraphs.

Paragraph 1 – Describe the choice you had to make. What happened? When did it occur? Where did it take place? How did it happen?

Paragraph 2 – Describe your reaction. Describe how you dealt with it?

Paragraph 3 – Describe the outcome of your choice. What feelings do you have about your experience? Do you think you learned from your experience?

Activity 3: Breaking Down Barriers

Time: 300 minutes

Description

This activity exposes students to a variety of high interest stories on the themes of choices and challenges. Reading expectations are addressed by having students predict meaning and read ahead to confirm their predictions, make inferences based on clues in the text and make judgments about meaning that go beyond the text. Students learn the elements of a short story by using a graphic organizer to categorize information. Writing expectations are assessed through the writing process. Accuracy in writing linked paragraphs is stressed through writing letters, summaries, and personal responses. Students also complete vocabulary logs. The culminating task is to write a letter to a friend explaining a challenge that a character in a story has overcome.

Strand(s) & Learning Expectations

Strand(s): Oral and Visual Communication
DORV.O1L - participate in discussions and short presentations about a variety of school, workplace, and personal topics.

Strand: Reading
DREV.02L - use appropriate reading strategies to expand and interpret a variety of fiction and non-fiction materials;
DRE1.02L - choose and respond to personal reading materials suitable to their age and interests;
DRE1.03L - respond to personally selected books in a variety of ways;
DRE2.01L - use a variety of strategies to expand their vocabulary;
DRE3.02L - explain how a reading strategy suits a specific reading task;
DRE3.03L - recognize some cross-cultural themes and figures in folk tales and stories.

Strand: Writing
DWR.O1L - write in a variety of forms for personal purpose, to carry out assignments, and to pursue career goals with teacher guidance;
DWR.04L - use the sentence patterns and conventions of standard English correctly most of the time in written work;
DWR1.03L - link ideas, using a variety of transitional words and phrases suited to the purpose;
DWR2.01L - participate in prewriting discussions and activities (e.g., develop graphic organizers; produce written outlines);
DWR2.02L - draft and revise the content of short compositions, working independently or with a peer;
DWR2.04L - produce an edited copy of a short composition.

Strand: Social and Cultural Competence
DSCV.03L - demonstrate flexibility as learners in different teaching and learning situations;
DSC2.03L - use study skills effectively to achieve learning goals.

Prior Knowledge & Skills

- understands how to complete graphic organizers
- selects and reads stories independently
- understands how to write linked paragraphs

Planning Notes

- Prepare to show two compelling stories on video to review the elements of the short story. Animated short National Film Board videos such as *George and Rosemary* and *The Big Snit* are suggested because of their high interest and brevity. These two videos can easily be viewed and studied in one class period.
- Create multiple copies of the short story graphic organizer outlined in Strategy 2 and copies of the definitions to be used by the groups.
- Use chapters of the novel being read aloud to consolidate the elements of a short story.
- Before introducing some high-interest stories to the class, discover the group's interests by discussing the kinds of choices and challenges students would like to learn more about. Suggestions include selections from *Voices Past and Present* and the popular series *Chicken Soup for the Teenage Soul* Volumes 1, 2, 3. Consult with English teachers and your library staff for other suitable books of short stories.
- Survey professional development materials on how to teach reading. Suggestions for these materials are made in the resource section.
- Throughout the activity, students are given opportunities to select stories they wish to read. Provide students with a variety of stories and encourage students to skim before committing themselves to reading and writing activities. Encourage students to take ownership of the reading content by involving them in the selection process.
- Remind students to revise and edit all written work.
- The final culminating task is to write a letter to a friend explaining a challenge that a character in a story has overcome. It may be necessary to review/teach personal letter writing. This letter writing task will assist students with the "Stepping into the Future" profile in Unit 4.

Materials Needed

Videos, *George and Rosemary, The Big Snit*, copies of short story graphic organizer, and selection of high interest short stories.

Teaching/Learning Strategies

1. Divide the students into groups and give each group the definition of a different element of the story (character, setting, atmosphere, plot, conflict, or resolution).
2. Ask each group to share with the class the story element and the corresponding definition. Create a sample graphic organizer on chart paper posted in the classroom. As a class, students fill in their own story chart (see below) with the definitions for each element, while the teacher fills in the posted chart.

Story Chart

Character(s)	Setting	Atmosphere/Mood
Plot/Main Events	Conflict/Problem	Solution/Resolution

3. Instruct each group to focus on their assigned story element while they watch the video.
4. Show the animated video *The Big Snit*. After viewing, each group discusses their specific story element. Together, the class fills in the graphic organizer on chart paper, categorizing the details supplied by each group. Students copy this into their notebooks.
5. Show the animated video *George and Rosemary*. Have each group complete a story chart graphic organizer. Groups will report and compare their findings to the large group.
6. Cooperatively complete and post a story chart graphic organizer of *George and Rosemary.*
7. Engage the class in a discussion that focuses particularly on the points in the stories at which decisions are made. Class discussion will be enriched by students' sharing of their own views and cultural experiences with relation to the behaviour and decisions of the characters. Students should also be encouraged to make real-life applications of the decisions made in the story.

8. After the class discussion, students write a response, reflecting on the choices and challenges faced by the characters. As an extension, students reflect upon the choices they would have made if they were in the story character's situation or predicament.
9. Discuss with the class the strategies that good readers use when they are reading, in order to make meaning from what they read. Write these strategies on a piece of chart paper, and post the list in the classroom for reference. The list of strategies should gradually increase as the course progresses, and as the students have increasing opportunities to read and interact with various texts. Your sample list might include the following:
   Good readers:
   - find out the purpose for reading before they begin;
   - make mistakes, but self-correct;
   - re-read if the text does not make sense;
   - predict meaning and read ahead to confirm their predictions;
   - read thoroughly to remember detail;
   - use context clues to guess the meaning of unfamiliar words;
   - skim to get a sense of the main ideas;
   - scan for specific information;
   - use graphic organizers to remember details.
10. In advance of selecting a class story, brainstorm with the class the kinds of stories about challenges that they would like to read. Introduce a high-interest story to the class, distributing a copy to each student. Have students silently read the entire story through once. During this first read through, encourage students to try to get a general sense of the storyline and the structure of the story and not to stop for difficult words but just mark them with a pencil and keep reading.
11. After the first reading, have students write a few sentences explaining what occurred in the story and then have them also make a list of questions that they have about the story.
12. Have students read aloud their sentences about what they think happened in the story. Post the list of questions that students have about the story
13. For the second reading, read the story aloud and guide students to find answers to their questions and to discover the meaning of difficult words and phrases through context. Review with the class the strategies that good readers use.
14. Encourage students to keep an ongoing vocabulary log of five new or interesting words from each piece of literature. Students write these new words on a vocabulary chart, use the context of the story and dictionary to confirm the word definitions, and use the words in new sentences. Check for accuracy.

New Vocabulary Words	Definitions	New sentences using the words

15. Model writing a summary using the elements of a story studied in Strategy 2. Post a list of transitional words that will assist in writing linked paragraphs.
16. Using stories about overcoming obstacles and challenges from *Chicken Soup for the Teenage Soul* have students select a story to read independently. Encourage students to read the story first to get a general sense of the storyline and mark any difficult words. After the second reading, students complete their vocabulary logs and story chart graphic organizer and then write a summary following the model provided in Strategy 15.
17. Review/teach letter writing.
18. The final culminating task is to have students select a story to read independently and then write a personal letter to a friend, summarizing the story and explaining the main character's decisions and actions as they appear in the story.

Assessment & Evaluation of Student Achievement

- Response to videos – assess depth of response, use of conventions of standard English, production of edited copy (Thinking/Inquiry)
- Vocabulary Logs – assess accuracy of definitions and creation of sentences demonstrating expanded vocabulary (Thinking/Inquiry)
- Summary of independent story read – assess ability to summarize, link ideas, and produce edited paragraphs (Communication)
- Letter to a friend – assess letter writing skills, ability to summarize, use of standard English, production of edited copy (Application)

Accommodations

- Select stories for those students having difficulty in choosing one.
- Conference with reluctant readers/writers on a regular basis.
- Present assignments in smaller chunks.

Resources

Short Stories

Canfield, Jack et al. *Chicken Soup for the Teenage Soul 3, More Stories of Life, Love and Learning*. New York: Scholastic, 2000. ISBN 0-439-23731-9

McCloskey, Mary Lou and Lydia Stark, ed. *Voices in Literature.* Book One. Boston: Heinle & Heinle Publishers, 1992. ISBN 0-8384-3948-9

Porter, Jessie. *Voices Past and Present.* Toronto: Wall & Emerson, Inc., 2000. ISBN 1-895131-19-7

Media

50 for 50. Volume 1. *The Big Snit. George and Rosemary*. National Film Board: Montreal.

Teacher Resources

Duff, Allan. *Literature.* Oxford: Oxford University Press, 1991. ISBN 0-19-437094-1
Fry, Edward, ed. *10 Best Ideas for Reading Teachers*. New York: Addison-Wesley, 1991. ISBN 0-201-25141-825141
Parsons, Les. *Response Journals*. Markham: Pembroke Publishers, 1990. ISBN 0-921217-41-2
Parsky, Larry. *Writing Letters*. New York: Educational Design, 1991. ISBN 0-87694-365-2
Sage, Howard. *Incorporating Literature in ESL Instruction*. Washington: Prentice-Hall, 1987.

Activity 4: Meeting Challenges

Time: 300 minutes

Description

The expectations for this activity have been clustered to develop media knowledge by having students analyse and interpret films on the theme of meeting challenges. Through the completion of a viewing package, students will take notes, interpret, compare, and evaluate points of view and identify strategies used to influence the audience. Student pairs will discuss the media's perspectives on social and cultural issues and write a response to share with others. The culminating task is to view independently a film on meeting challenges and write a personal response.

Strand(s) & Learning Expectations

Strand: Oral and Visual Communication
DORV.01L - participate in discussions and short presentations about a variety of school, workplace, and personal topics;
DORV.04L - create, analyse, and interpret a variety of media works;
DOR1 .01L - participate effectively in classroom discussions and oral presentations (e.g., by explaining, persuading, summarizing);
DOR3.01L - interpret, compare, and evaluate the points of view taken in a variety of media works (e.g. newspaper articles, films, advertisements);
DOR3.03L - identify strategies used in different media to influence audiences.

Strand: Reading
DREV.01L - read and respond to a variety of fiction and non-fiction materials, with minimal teacher support;
DREV.04L - locate and evaluate information from a variety of print and non-print resources and use it for guided research projects, career exploration, and personal interest.

Strand: Writing
DWRV.01L - write in a variety of forms for personal purposes, to carry out classroom assignments, and to pursue career goals, with teacher guidance;
DWR1.0IL - write for personal and career-related purposes.

Strand: Social and Cultural Competence
DSC1.03L - participate in discussions about media perspectives on social and cultural issues (e.g., newspaper and television selection and presentation of facts, images, and opinions related to race, gender, and age);
DSC1.05L - participate in discussions about similarities and differences in the needs and values of people of different generations and cultures and both genders.

Prior Knowledge & Skills

- writes personal responses
- takes notes
- works effectively in groups to do analysis

Planning Notes

- The availability of many good short films and docudramas in school and board media collections allows teachers to go beyond simply discussing content and themes to considering the unique way that films codify reality. The *Nadia de Franco* package, a 2-part video series, produced by the National Film Board is suggested for this activity. The first video, *I'll Find A Way*, tells the compelling story of a young Canadian girl who is learning how to meet the challenges of having spina bifida. The second video, *Just A Wedding*, visits Nadia and her family twenty years later to explore the challenges of courtship and marriage. As an alternative, discuss *The Miracle Worker*, the story of Helen Keller and her teacher Anne Sullivan, either the original 1961 version or the 2000 made for TV version. Consult with your teacher/librarian for other media resources available from your school or board. Always preview films first to check for appropriateness and curriculum connections.
- Consider your time constraints and decide in advance whether you will show the entire film or sections. Make a note of the counter numbers for easy reference of the important segments, pause points, relevant vocabulary, and grammatical structures.

- Set the stage for viewing with previewing activities. Collect pictures that positively represent people with physical disabilities, e.g., athletes competing in the Special Olympics, department store flyers, book jackets.
- Select short texts that complement the video. If the class is viewing the *Nadia de Franco* series, the picture book *Helping Paws Service Dogs* and the illustrated poem *If Sarah Will Take Me* are suggested. If the class is discussing *The Miracle Worker* suggestions for resources include *Helen Keller: Crusader for the Blind and Deaf* and *Helen Keller*.
- To ensure that students are focused viewers, create a teacher-made viewing package. Your viewing package is an organizer that allows students to jot down notes, make predictions, and answer content questions. Sample questions are included in *Appendix B.*
- Always leave some lights on during viewing. Pause and replay the video to involve students in interactive viewing. At times, turn off the sound and replay a segment. This can encourage a more careful viewing of the on-screen images and facilitate remembering audio details.
- Try to focus on what makes the film memorable, the film's magic moments. Explore the range of emotions generated, the character development, credibility of the plot, and the themes expressed in the film. Encourage students to think about themselves and their lives in connection with the film and characters. Don't overdo discussing the technical elements of the film. ELD students can be confused with too much technical jargon.
- To further integrate the video into various course expectations, develop some post-viewing activities. Consider having students orally share their experiences of similar situations shown, by role-playing parts of the video and responding in writing. Personal response lies at the heart of media literacy. Encourage students to respond to the film by thinking about characters, situations, and issues that tie into personal experiences rather than reviewing the film.
- In order to facilitate students in finding appropriate films to do their independent response, share titles of videos that are readily available from the school or local library. Consider planning a film field trip. For students who may not have access to a VCR at home, make school equipment available at lunch or after school.

Materials Needed

Videos, short texts to accompany videos, copies of teacher-prepared viewing package, and a list of suitable videos for independent viewing.

Teaching/Learning Strategies

1. As a previewing activity for the *Nadia de Franco* series, show pictures that positively represent people with disabilities. Brainstorm relevant vocabulary.
2. To create a context for the video, read aloud the picture book, *Helping Paws Service Dogs* and the illustrated poem, *If Sarah Will Take Me*. Elicit prior knowledge from the viewers. Introduce relevant content, vocabulary, and grammatical structures that will enhance comprehension of the video.
3. Review/teach grammatical structures that are repeated throughout the video.
4. Give the title of the film and read the video jacket aloud and have the class predict what they think the video might be about.
5. Show a short clip from the video to predict the story elements and extend vocabulary. Discuss the impact the video may have on the viewers because it is based on a true story.
6. Distribute copies of a teacher-made viewing package. Sample questions are included in *Appendix B.* Show the video, pausing to give students a chance to complete sections of their viewing package. To verify the sequence of events and check oral comprehension, replay sections of the video. Assess the viewing package for comprehension of the film.

7. Brainstorm magical moments from the film. Teach film response writing by having students recall the images that seem most vivid and the kinds of thoughts and feelings that come to mind when they think about this film. Model a written response to one magical moment in the film on the board. Have students work in pairs to write a response to the film. Encourage pairs to respond to the film by thinking about characters, situations, and issues that tie into personal experiences rather than retelling and reviewing the film.
8. Have pairs share their work with other pairs.
9. From a list created by the class or teacher, assign students to watch a video or current film about a person meeting a special challenge. Encourage students to take notes and jot down their thoughts while they are watching the film.
10. Students write a one-page personal response to the film viewed in Strategy 9.

Assessment & Evaluation of Student Achievement

- Notes and questions answered in the viewing package – assess interpreting, locating and evaluating information (Thinking/Inquiry)
- Pair response to the film shown in class – assess depth of response, use of standard English, and production of edited copy (Thinking/Inquiry)
- Personal response to a film independently viewed – assess depth of response, use of standard English, and production of edited copy (Application)

Accommodations

- Create a viewing package for students experiencing difficulty in writing an independent film response. Appendix B and the chart from Activity 3, Strategy 2 can serve as a resource.

Resources

Media

The *Nadia de Franco* series. *I'll Find A Way* and *Just A Wedding*. National Film Board: Montreal, 1999.

The Miracle Worker. Consult board media catalogue.

Teacher Resources

Media Literacy Resource Guide. Ministry of Education, Queen's Printer for Ontario. 1989.

Parsons, Les. *Response Journals*. Markham: Pembroke Publishers, 1990. ISBN 0-921217-41-2

Illustrated Texts

Duden, Jane. *Helping Paws Service Dogs*. Logan, Iowa: Perfection Learning, 1998. ISBN 0-7891-2147-6

Dunfield, Robb. *If Sarah Will Take Me*. Victoria: Orca Books, 1997. ISBN 1-55143-081-9

Morgan, Nina. *Helen Keller*. East Sussex: Wayland, 1992. ISBN 0-7502-04788

Appendix B

Suggested questions for a viewing package.

After viewing the opening of the film, answer these questions.

1. Write the title of the film. From the title and opening scenes, what do you think the film might be about?

2. Name the key actors in the film.

3. Who directed the film? Who wrote the script? When was the film made?

4. Where does the story take place?

5. Name the characters introduced. Tell two things about each character.

6. What happens in the introduction?

7. How does the introduction make you feel?

While watching the film, answer these questions.

1. List the important settings in the film.

2. Who are the main characters? Tell three things about each of the main characters.

3. List the major events in the film.

4. Describe two conflicts in the film. How are these conflicts resolved?

5. How does the film end?

After watching the film, answer these questions.

1. Did you like the ending or would you change it?

2. Did you agree or disagree with the people in the film?

3. What is the main message of the film?

Activity 5: Other Voices

Time: 270 minutes

Description

The focus of this activity is research and writing. Reading expectations emphasize that students read and extract information while writing expectations place importance on the development of writing skills: drafting, revising, and editing. A review of sentence combining and writing paragraphs is designed to enhance the writing process. Students strengthen their research skills through use of the WH-6 format. In the culminating task, students research and write a 3-paragraph composition about a Canadian who has successfully overcome a challenge.

Strand(s) & Learning Expectations

Strand: Reading

DOR3.04L - create a variety of media works (e.g., classroom newspapers, video advertisements, radio documentaries);
DREV.02L - use appropriate reading strategies to understand and interpret a variety of fiction and non-fiction materials;
DREV.04L - locate and evaluate information from a variety of print and non-print resources and use it for guided research projects, career exploration, and personal interest;
DRE2.02L - recognize and use key elements of standard textbook formats to find required information (e.g., tables of contents, indexes, boldface type, italics);
DRE3.01L - use a variety of reading strategies to determine meaning;
DRE4.01L - consult print and electronic sources to acquire information;
DRE4.02L - skim and scan text to choose relevant materials;
DRE4.03L - compare and evaluate ideas and information from more than one source, for guided research projects;
DRE4.04L - summarize main points for guided research projects, using graphic organizers.

Strand: Writing

DWRV.01L - write in a variety of forms for personal purposes, to carry out classroom assignments, and to pursue career goals, with teacher guidance;
DWRV.02L - organize and develop ideas, using linked paragraphs;
DWRV.03L - use the writing process to revise and edit written work, with teacher guidance;
DWR2.04L - produce an edited copy of a short composition;
DWR3.02L - use knowledge of the forms and rules of English grammar to write correctly most of the time;
DWR3.03L - use a variety of sentence structures for interest and/or emphasis;
DWR3.04L - use punctuation correctly most of the time.

Prior Knowledge & Skills

- writes using paragraphs
- uses the writing process

Planning Notes

- When discussing challenges, encourage the class to reflect on challenges presented in previous activities. Ensure a good variety: discrimination, disabilities, accidents, violence, etc.
- Choose three short biographies of Canadians with a variety of challenges to use in reviewing the WH-6 format for getting information. The text, *Canada from eh to zed*, is a good source of Canadian biographies. Choose one Canadian biography to model the WH-6 format.
- There is a wide range of resources for this activity. Have students take ownership by involving them in the selection of resources. Students may skim newspapers and current magazines for articles and pictures to create a class vertical file related to challenges. Consult with the library staff to have available a selection of material on Canadians who have faced and overcome challenges.
- The CD-ROM, *Defining Canada*, takes users inside a virtual high school with a library, foyer, classroom, and theatre. In the library, users can explore biographies of Canadians.
- The Internet used constructively is a rich source of information. The Internet should be used in addition to and not in place of books. Students are required to have at least two books in the bibliography.
- The following graphic organizers set out the assignment and provide areas for students to record their information and keep check of their progress: Appendix C – Research Organizer, Appendix D – Planner for Independent Research Project, and Appendix E – Bibliography Worksheet. Make multiple copies of each.
- Computer literacy is essential in today's technical society. Students should be encouraged to develop their word processing skills and to augment texts with simple graphics. They should produce the final copies of their compositions on the computer. The teacher may wish to enlist the help of students enrolled in senior computer classes for support.

Materials Needed

Chart paper, markers, graphic organizers, an overhead projector and acetate, used newspapers and magazines, easy biographies, and multiple copies of Appendices C, D, and E.

Teaching/Learning Strategies

1. Remind students of the personal choice writing done in Activity 2 and the characters who overcame challenges in the read-aloud novel and video from Activities 3 and 4. Explain that in this activity the class researches some Canadians who have overcome challenges.
2. Review with the class challenges that people face in life. Encourage students to relate some of the challenges that members of the class have overcome and to think of a wide range of challenges. List these on chart paper and post it in the classroom.
3. Review the WH-6 format (who, what, where, when, why and how) of questioning. Model this using a short biography.
4. Divide the class into triads. Distribute to each group the same three biographies of Canadians who have overcome challenges. Each group member reads one biography silently in preparation for reading aloud to the group. The group discusses the biographies using the WH-6 format.
5. Distribute and review with the class *Appendix C – Research Organizer, Appendix D – Planner for Independent Research Project* and *Appendix E – Bibliography Work Sheet*.
6. Have students spend time browsing through a selection of books on Canadians who have overcome challenges. Then each student chooses one to research. Remind students to have their choices approved by the teacher to avoid duplication.
7. Review the use of different parts of a book for gathering information. Model using a graphic organizer to collect material for the composition.
8. Review/teach sentence combining and topic sentences. The grammar book, *Focus on Grammar: An Advanced Course for Reference and Practice*, is an excellent resource.
9. Students continue their research using time both in and out of class.

10. Students write a 3-paragraph composition on their chosen individual using Appendix C – Research Organizer, Appendix D – Planner for Independent Research, and Appendix E – Bibliography Worksheet.
11. Students use the writing process to improve compositions. Encourage them to work with partners.
12. Students make a final copy of their compositions. Remind students to use a computer or make a legible handwritten copy.
13. Students hand in their research planner, bibliography work sheet, rough draft, and final copy of the composition.
14. Publish compositions as a class book.

Assessment & Evaluation of Student Achievement

- Grammar skills worksheets – assess for correctness (Knowledge/Understanding)
- Compositions – assess for information, style, and use of the conventions of standard Canadian English.

Accommodations

Some students may need to conference with the teacher to revise and edit their compositions.

Resources

Easy-Read Biographies

Barry, James, Sharon Siamon, and Glen Huser. *Personal Best: the Sports Experience*. Toronto: Nelson Canada, 1993. ISBN 0-17-603943-0

Chan, Arlene. *Spirit of the Dragon: the Story of Jean Lumb, a Proud Chinese Canadian*. Toronto: Umbrella Press, 1997. ISBN 1-895642-24-8 Jean Lumb has been awarded the Order of Canada for her role in changing Canada's immigration laws that separated Chinese families and for helping to save Chinatown communities.

Gillen, Mollie. *Lucy Maud Montgomery*. Markham, Ontario: Fitzhenry & Whiteside Limited, 1999. ISBN 1-55041-461-5 Lucy Maud Montgomery grew up in rural Victorian society where opportunities for women were limited. She showed an unusually independent character by becoming first a teacher, then a journalist, and one of Canada's most popular and widely-read authors.

Kaye, Marcia. *Karen Kain*. Markham, Ontario: Fitzhenry and Whiteside Limited, 1989. ISBN 0-88902-857-5 From the time she was eight years old, Karen Kain knew she wanted to be a ballerina. By age 19 she had become one of the most popular principal dancers with the National Ballet Company.

Stewart, Mark. *Eric Lindros: Power Player*. Canada: Children's Press, Inc., 1997. ISBN 0-516-26052-9

Webb, Michael. *Roberta Bondar*. Mississauga, ON: Copp Clark Pitman, 1993. ISBN 0-7730-5288-7

Other Books

Archibald, Jo-ann, V. Friesen, and J. Smith. *Courageous Spirits*. Penticton, B.C.: Theytus Books Ltd., 1993. ISBN0-919441-50-5

Porter, Jessie. *Voices Past and Present*. Toronto: Wall and Emerson, Inc., 2000. ISBN 1-895131-19-7

Sivell, John and Deborah Yeager-Shaw. *Canada from eh to zed*. Virgil, Ontario: Full Blast Productions, 1995. ISBN 1-895451-14-0 Contains biographies of Canadians.

Teacher Resources

Maurer, Jay. *Focus on Grammar: An Advanced Course for Reference and Practice*. White Plains, N.Y.: Addison-Wesley, 1995. ISBN 0-201-65693-0

Non-print

CD-ROM: *Defining Canada: Active Citizenship for the 21st Century*. Montreal: NFB, 1999.

Appendix C

Research Organizer

Name: _____
You will research a famous Canadian who has overcome a challenge. You will prepare a written report about this famous person. The suggested paragraphs below should be used to record your research notes and should help you to organize your material into paragraphs to write your final report.

Name of Canadian who has overcome a challenge: _____

Information on this famous person:

The challenge and how it was overcome

Why I admire this individual:

Appendix D

Planner for Independent Research Project

Name: _____ Date: _____

Research Question: You will research a Canadian who has overcome a challenge. You will prepare a written report about this famous person. Your Research Organizer should be used to record your research notes and to help you to organize your material into paragraphs and write your final report.

You are expected to research this famous person in a variety of ways: books, newspapers, magazines, Internet, CD-ROM. Check off each stage you have completed. Use the checklist below to monitor your progress and to ensure that you have covered all the requirements.

Check off each instruction when you have completed it.

1. Choose a famous Canadian you would like to research and have it approved by the teacher. __
2. Find at least two books with information on the individual. __
3. On the Bibliography Worksheet, record the author, title and call number of each book. Record the pages you have used. __
4. On the Bibliography Worksheet, record any CD-ROM or Internet sites you have used. __
5. Make notes from the material you have gathered. Record your notes on your research organizer. __
6. Write a draft of your composition based on your research organizer. __
7. Revise and edit your draft. Work with a partner if you wish. __
8. Make your final copy. Your final copy may be done on the computer or may be handwritten. Handwritten copies should be legible for inclusion in the class book. __
9. Hand in your planner, your research organizer, and your final copy. __

Appendix E

Bibliography Worksheet

Name: _____

Texts

Title	Author	Pages Used	Call Number

Internet Sites/CD-ROM

_____

_____

_____

Activity 6: Sharing Voices

Time: 150 minutes

Description

In this activity, the clustering of expectations focuses on the oral presentation of the individual researched in Activity 5. Students prepare cue cards from their compositions, practise for and make an oral presentation. They prepare to answer questions posed by their peers and compose questions that the teacher assembles into an open book test.

Strand(s) & Learning Expectations

Strand: Oral and Visual
DORV.01L - participate in discussions and short oral presentations about a variety of school, workplace, and personal topics;
DOR1.01L - participate effectively in classroom discussions and oral presentations.

Strand: Writing
DWR1.02L - take notes on information presented in class, using graphic organizers, blackboard outlines, and other aids.

Strand: Social and Cultural Competence
DSCV.03L - demonstrate flexibility as learners in different teaching and learning situations;
DSC2.02L - participate constructively in a variety of learning and teaching situations;
DSC2.03L - use study skills effectively to achieve learning goals.

Prior Knowledge & Skills

- composes questions
- makes oral presentations

Planning Notes

- Have copies of the class book from the previous activity ready to distribute to the students.
- Students are required to make an oral presentation based on their work in Activity 5. This should last no longer than 3 minutes. Students are encouraged to use a visual to enhance their presentations, and they should have access to the books used in the previous activity.
- They should create three questions on their compositions to be submitted for the final test.
- Prepare students to make test questions by helping them to realise that their questions need to move beyond grammatical correctness. Teach students to make questions dealing with details, inferences, drawing conclusions, etc.
- Choose a set of questions from those submitted by the class for an open book test at the end of the activity.

<u>Materials Needed</u>

Small file cards, class set of books made in Activity 5, easy read biographies, and other books used in Activity 5.

Teaching/Learning Strategies

1. Distribute copies of the class book made in Activity 5 to students. Allow time for them to peruse the books.
2. Explain the assignment. Review the requirements with students. Remind students that they will make an oral presentation of their compositions lasting no longer than 3 minutes plus they prepare three questions for a final test.

3. Review/teach making cue cards for an oral presentation. Students prepare cue cards from their compositions.
4. Review/teach writing test questions. Instruct students to think of questions they have had from other courses. Using the teacher-prepared composition from Activity 2, model the writing of questions based on the composition. Write the questions on chart paper and post it. Students copy the questions into their workbooks.
5. Students browse through books and other materials from Activity 5 to find suitable visuals to assist in their presentations.
6. Students practise presenting their report to a partner. Partners ask questions for practice.
7. Students present their reports in front of the class and answer questions from the audience. At the end of their presentations, students hand in the questions they have prepared for the class test.
8. As an out-of-class assignment, students read the class book from Activity 5.
9. Students write an open book test.

Assessment & Evaluation of Student Achievement

- Oral presentation – assess for preparedness, content, organization, use of cue cards, and presentation techniques (Communication)
- Creating test questions (Knowledge/Understanding, Thinking/Inquiry)
- Open book test on class book – assess for information (Application)

Accommodations

Students may wish to make their presentations to the teacher prior to delivering it in front of the class. Students who feel threatened by an in-class presentation are assessed on their presentation to the teacher.

Unit 2: Understanding Rights and Responsibilities

Time: 25 hours

Unit Description

This unit develops citizenship awareness through an exploration of global human rights and through an understanding of rights and responsibilities of living in Canada. Students read and discuss social and political documents that affect how Canadian society works. Through the completion of media viewing assignments, students interpret, compare, and evaluate different points of view. Students respond to newspaper/magazine articles by creating a scrapbook. Using the CD-ROM *Defining Canada*, groups complete a guided research assignment on rights and responsibilities. Using literature circles, students complete a novel study. The culminating activity is the videotaping of a presentation on issues affecting rights and responsibilities in Canada.

Activity 1: Know Your Rights

Time: 180 minutes

Description

The expectations for this activity are clustered to develop citizenship awareness through an exploration of the rights and responsibilities of living in Canada. In cooperative learning groups, students will read and discuss the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and district school board equity policies. Students complete graphic organizers, write a quiz, and begin a response journal where they can reflect on human rights issues.

Strand(s) & Learning Expectations

Strand: Oral and Visual Communication
DORV.01L - participate in discussions and short oral presentations about a variety of school, workplace, and personal topics.

Strand: Reading
DREV.02L - use appropriate reading strategies to understand and interpret a variety of fiction and non-fiction materials;
DRE1.01L - extract information from texts in a variety of subject areas, with teacher guidance;
DRE2.01L - use a variety of strategies to expand their vocabulary;
DRE4.04L - summarize main points for guided research projects, using graphic organizers (e.g., charts, tables, Venn diagrams).

Strand: Writing
DWR1.02L - take notes on information presented in class, using graphic organizers blackboard outlines, and other aids.

Strand: Social and Cultural Competence
DSCV.01L - demonstrate an understanding of the rights and responsibilities of living in Canada;
DSC1.01L - participate in discussions about social and political documents that affect how our society works (e.g., the Canadian Charter of Rights and Freedom, the Ontario Human Rights Code, district school board race relations policies).

Prior Knowledge & Skills

- works positively in cooperative learning groups
- completes graphic organizers from written texts
- writes independently in response journal

Planning Notes

- Students will work in small groups in a cooperative learning process called a "jigsaw." Consult the materials in the Teacher Resources Section for information about this teaching strategy.
- To form appropriate home groups, place students in groups of four or five with mixed abilities in reading and writing.
- Prepare an easy to read passage based on your district school board's Equity Policy. Refer to materials produced by your school board regarding Student Code of Conduct and board equity policies. If your Board of Education has consultants who work in the areas of anti-discrimination and equal opportunity, they can provide additional support.
- Make copies of *The Canadian Charter of Rights and Freedoms* and *The Ontario Human Rights Code* found in *Appendices A* and *B*, which have been modified for student use. The complete versions are available on government websites.
- In addition to the simplified readings, collect authentic print materials and website addresses for expert groups to use. It may be more convenient for groups if materials are printed off in advance.
- Make copies of a graphic organizer to record information and key vocabulary, found in *Appendix C*.
- Students begin a response journal where they can reflect on human rights issues. Response journals permit students to explore and reflect on their personal responses to independent reading, viewing a video, or reacting to group discussion. Consult the Teacher Resource Section for further information on response journals.
- Create a true and false quiz on "Your Rights."

Materials Needed

Teacher-prepared reading on *Student Rights and Responsibilities*, copies of *Appendices A* and *B*, *The Canadian Charter of Rights and Freedoms* and *The Ontario Human Rights Code*, accompanying authentic material and websites, copies of the graphic organizer, *Appendix C*, and a true and false quiz on "Your Rights."

Teaching/Learning Strategies

1. Initiate a discussion on human rights and responsibilities by reviewing class and school rules. Broaden the discussion by looking at the rights referred to in the films, short stories, and read-aloud novels studied in Unit 1. Using the terms local, national, and global, have students predict the rights of citizens. Write key vocabulary on chart paper.
2. Have students begin a response journal on human rights by reacting to this statement *Your rights... stand up for them.*
3. Divide the class into home groups. Each home group sends members to the following expert groups: *Student Rights and Responsibilities, Canadian Rights and Freedoms*, *Ontario Human Rights Code*. To each expert group, distribute a prepared reading, a graphic organizer, and accompanying authentic print materials and websites to visit. In expert groups, have students read, discuss, and underline key vocabulary from their passage. To complete the graphic organizer, the group collectively determines the main ideas of the passage, identifies key vocabulary, and scans the authentic materials and websites to locate relevant information.
4. Circulate and model effective reading comprehension strategies such as using background knowledge and context clues to make inferences and predict outcomes. Encourage student experts to prepare to teach their topics to their home groups.

5. Have experts return to their home groups. Experts teach their rights topic by using information from the completed graphic organizer and by showing authentic materials and information from relevant websites. Each home group member completes graphic organizers on all three topics. Encourage home group members to ask questions and accurately record information onto the graphic organizers.
6. As a review, distribute copies of all readings to the class. In the large group, have students read aloud, identify key information, discuss the issues, and confirm accurate completion of all three graphic organizers.
7. For home study, students review material for a quiz.
8. Class completes quiz on "Your Rights."
9. Before writing in their response journals discuss the topic: *Where do the rights of the individual end and those of the group begin?* Use current issues such as smoker vs. non- smoker rights to enhance the discussion.

Assessment & Evaluation of Student Achievement

- True and false quiz on "Your Rights" – assess accuracy (Knowledge/Understanding)
- Response journal – assess depth of response, understanding of the rights and responsibilities (Thinking/Inquiry, Communication)
- Jigsaw participation – assess participation in group discussion and teaching of information (Communication)

Accommodations

The quiz in Strategy 8 may be open book.

Resources

Teacher Resources

Coelho, Elizabeth. "Jigsaw: Integrating Language and Content". In Carolyn Kessler, ed. *Cooperative Language Learning: A Teacher's Resource Book*. Englewood Cliffs, New Jersey: Prentice Hall, 1992.
Parsons, Les. *Response Journals*, Toronto: Pembroke Publishers, 1990.

Non-print Materials

CD-ROM *Defining Canada: Active Citizenship for the 21st Century*. Montreal: National Film Board, 1999.

Websites

Canadian Charter of Rights and Freedoms – www.canada.justice.gc.ca

Immigrant Services Guide to the Canadian Charter of Rights and Freedoms – www.cic.gc.ca/english/citizen/look/

Ontario Human Rights Code – www.ohrc.on.ca/english/hr-code.shtml

Appendix A

The Canadian Charter of Rights and Freedoms

The Canadian Charter of Rights and Freedoms was added to the Canadian Constitution in 1982. All Canadians have certain rights and responsibilities that are based on Canadian laws, traditions, and shared values. The Charter guarantees some fundamental freedoms and rights to all citizens. Having these rights bring responsibilities for everyone in Canada. Individual Canadians and the Canadian government have the responsibility to respect the rights and freedoms of all Canadians. Any citizen who feels his/her rights have been violated may apply to the courts for a solution.

The following is a short version of some of these rights and freedoms. The rights in the Charter apply equally to men and women.

Basic Freedoms

- This allows all citizens freedom of thought, speech, religion, expression, association, and the press.

Democratic Rights

- This allows all citizens the right to vote, to actively participate in elections, and to enter and leave Canada freely. Canadian citizens are guaranteed the right to be educated in either official language.

Mobility Rights

- All citizens have the right to live and work anywhere in Canada.

Legal Rights

- Everyone has the right to be secure against unreasonable search, not to be arbitrarily detained or imprisoned, and the right to a fair trial.

Equality Rights

- This guarantees that everyone is equal before the law and has the right to protection against discrimination.

Appendix B: Ontario Human Rights Code

The *Ontario Human Rights Code* is public policy for people living and working in Ontario. It recognizes the worth of every person and provides for equal rights and opportunities without discrimination. The Ontario Human Rights Commission enforces the rights of the code. The following is a short version of some of these rights. The Ontario Human Rights Code applies equally to men and women.

Every person has the right to equal treatment without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status family status, or handicap:

- Employment, including job applications, interviews, employment benefits, working conditions, and promotions;
- Housing, including rental housing, hotels, commercial properties, and buying or selling a house;
- Services, goods and facilities, including education, hospitals and health services, stores and restaurants, government programs, and public places and facilities;
- Contracts, such as for buying or selling goods or services;

It doesn't matter whether or not discrimination is intentional: it is the effect of the behaviour that is important.

Discrimination because of religion (creed) is against the law.

Everyone should have access to the same opportunities and benefits, and be treated with equal dignity and respect, regardless of their religion. Religion includes the practices, beliefs, and observances that are part of a faith or religion. It does not include personal, moral, ethical, or political views. Nor does it include religions that promote violence or hate towards others, or that violate criminal law.

Where a rule conflicts with religious requirements, there is a duty to ensure that individuals are able to observe their religion, unless this would cause undue hardship because of cost, or health and safety reasons. Unlawful discrimination because of religion can include:

- Refusing to make an exception to dress codes to recognize religious dress requirements;
- Refusing to allow individuals to observe periods of prayer at particular times during the day;
- Refusing to permit individuals to take time off to observe a religious holiday.

Racial Harassment and Human Rights

Under the *Ontario Human Rights Code*, discrimination because of race is against the law. This includes harassment because of race. Everyone should have access to the same opportunities and benefits, and be treated with equal dignity and respect, regardless of their race.

Racial harassment includes harassment because of race, colour, or ancestry. It may also be linked to an individual's place of origin (where you were born or lived before moving to Ontario), religion, citizenship, or ethnic origin.

Racial harassment occurs when someone bothers, threatens, or treats a person unfairly because of race. It can include:

- Racial slurs and jokes;
- Ridiculing or insulting a person because of race;
- Displaying cartoons or pictures degrading members of a particular race;
- Calling a person names because of race.

Racial slurs or jokes can poison an environment, even if they are not directed towards a particular person. This is also a form of harassment.

If you believe that you are being harassed because of your race, you should tell the person to stop, if you can. If it happens at work, speak to the person's boss or tell your union representative. Or, you can contact the Ontario Human Rights Commission inquiries line at 1-800-387-9080 (toll free) or in Toronto (416) 326-9511 (TTY (416) 314-6526).

Appendix C

Graphic Organizer for _____

After reading the document, discuss and answer the following questions.

Key Vocabulary
Choose 5-8 words that are important to understanding the document. Write the meanings of each of the words.

Finding the Main Idea
Using your own words, in two or three sentences, state the main idea of the document.

Reading for Detail
Does your document apply to both males and females?

List four rights that are protected in your document.

According to the document, what can you do if you feel your rights are being violated?

Inferences
Do you think the document you have read is valuable? Explain your answer.

Would you add anything else to the document?

Activity 2: Rights of the Child

Time: 180 minutes

Description

Expectations for this activity are clustered around discussions and oral presentations. Through a non-narrative video, *Rights from the Heart, Part 3*, rights and responsibilities, both global and personal, are explored while reviewing the language functions of interpreting, comparing, and evaluating different points of view. The culminating task involves responding to human rights issues through the creation of storyboards and through response journals.

Strand(s) & Learning Expectations

Strand: Oral and Visual Communication
DORV.01L - participate in discussions and short oral presentations about a variety of school, workplace, and personal topics;
DOR1.01L - participate effectively in classroom discussions and oral presentations (e.g., by explaining, persuading, summarizing);
DOR3.01L - interpret, compare, and evaluate the points of view taken in a variety of media works.

Strand: Writing
DWRV.01L - write in a variety of forms for personal purposes, to carry out classroom assignments, and to pursue career goals with teacher guidance.

Strand: Social and Cultural Competence
DSCV.02L - participate in discussions and debates on local, national, and global issues and events.

Prior Knowledge & Skills

- completes graphic organizers
- writes summaries

Planning Notes

- Obtain a copy of the video, *Rights from the Heart, Part 3*. This video contains short, wordless, animation films dealing with the rights of adolescents in an intercultural context. It is an excellent attempt to teach adolescents that their rights are protected by international law. It features concerns such as drugs, dating, child labour, prejudice, suicide, and family conflicts. Preview the video to become familiar with the rights issues. Be aware that the segment, *Deathtrap*, is about suicide and is not recommended for this activity. The films, *Narco Blues, The Cora Player, Locked*, and *Masks* from the video *Rights from the Heart, Part 3*, are chosen. Teachers may wish to make different choices depending on the interests and circumstances of their students. Make the films available to groups in Strategy 8 so that they may have a second viewing if they wish. In wrap-up discussions be sure to highlight parts of the message that are likely to elude students. (See **Note Concerning Permissions** in Course Overview Resources)
- The aim of this activity is to make teenagers aware that they have rights that are recognized by an international convention, and should be respected by the adults in their lives.
- Make a chart of some human rights from The Convention on the Rights of the Child. Include the rights on which the films, *Masks, Narco Blues, The Cora Player*, and *Locked*, are based. Teachers will find the following books helpful: *Stand Up for Your Rights* and *For Every Child*. This chart will be used in Strategies 3 and 7.

- Create a set of questions for students to consider as they view the film, *Masks*. Refer to Unit 1, Act. 4, Appendix B.
- A storyboard is a series of sketches illustrating the action sequence/plot of a story. It is designed to give a visual representation of the scenes with each frame showing a change in scene.

Materials Needed

Video, *Rights from the Heart Part 3*, poster paper, chart of rights, and poster paper.

Teaching/Learning Strategies

1. Review with students some of the concerns of adolescents. Discuss how some of these impact on their rights. Using the graphic organizers prepared in Activity 1, review the rights of the individual.
2. On the chalkboard write a set of questions students need to consider as they view the film, *Masks*.
3. Post the chart of rights from The Convention on the Rights of the Child made by the teacher.
4. Show the film, *Masks*. Discuss (a) the initial situation or set-up: A baby is born to a couple who always wears masks to cope with the different situations they face. The baby reacts strongly to the masks and (b) the resolution: The baby grows up and starts a family with his partner. They realize that their child also dislikes masks.
5. Divide the class into three groups. Instruct them to describe the events that constitute the problem/conflict; say what they would do if they were in the same situation and why. Groups report back to the class. Encourage discussion around their points of view.
6. Prepare to show the films, *Narco Blues, The Cora Player*, and *Locked* by reviewing concepts such as drugs, social class, prejudice and discrimination, forced labour/child labour, etc.
7. Show the three films. Post the chart of rights made by the teacher. Divide the class into the three groups used in Strategy 5. Assign a film to each group.
8. Instruct groups to do the following:
   - Make storyboards to illustrate the plot;
   - Identify the initial situation/set-up, conflict, and resolution;
   - Identify the right the film portrays;
   - Select passages that did not seem real and give reasons for their choice.
9. Groups report back to the class. Lead discussions to adjust and refine the understanding that students take away.
10. Brainstorm personal desires with students. Make reference to the difference between the desire of teenagers to act like adults and their right not to be forced to work. Continue by choosing another personal desire from the list compiled during brainstorming and compare it to a right of the individual studied previously.
11. Instruct students to write a response in their journals on the difference between their personal desires and their rights and to explain what actions they could take to ensure that their rights are respected.

Assessment & Evaluation of Student Achievement

- Storyboard – assess correct sequence and plot (Communication)
- Group reports – assess reports from Strategy 9 (Thinking/Inquiry)
- Personal responses – assess description of personal desires, the personal nature of the response, and the actions they could employ to ensure their rights are respected (Application)

Accommodations

- More advanced students should collaborate in writing scripts for the storyboards.
- Students having difficulty writing a response in Strategy 11 should be allowed to match desires and rights from Strategy 10.

Resources

Print

Atgwa, Paul, ed. *Stand Up for Your Rights*. Chicago: World Book, 1998. ISBN 0-7166-0353-5

Castle, Caroline. *For Every Child*. London: Random House, 2000. ISBN 0-09-176815-2

Media

Rights from the Heart, Part 3. Montreal: National Film Board. Order Number C0098 016/EC009
Comes with a teacher's guide

Websites

www.un.org
This website offers project materials on peace education, human rights, poverty, health, and issues regarding land mines to teachers for primary and secondary school students.

Activity 3: Making Positive Changes

Time: 360 minutes

Description

This activity clusters the reading and writing expectations and extends the theme of rights and responsibilities by having students independently read and respond to a novel. Students select a novel about making positive changes. Literature circles are formed to discuss the plot, characters, theme, and to make connections from the book to their own lives. Students independently complete a literature response journal and write a book report to demonstrate their understanding of the text and their responses to it.

Strand(s) & Learning Expectations

Strand: Reading
DREV.01L - read and respond to a variety of fiction and non-fiction materials, with minimal teacher support;
DREV.O2L - use appropriate reading strategies to understand and interpret a variety of fiction and non-fiction materials;
DRE1.O2L - choose and respond to personal reading materials suitable to their age and interests;
DRE1.03L - respond to personally selected books in a variety of ways (e.g., record likes and feelings in a reading log: write book reviews, present book talks);
DRE2.01L - use a variety of strategies to expand their vocabulary (e.g., recognize changes of meaning caused by prefixes and suffixes; infer meaning from context; use dictionaries and thesauri to determine meaning and usage and to identify parts of speech);
DRE3.O1L - use a variety of reading strategies to determine meaning (e.g., cueing systems, self correction, prediction, background knowledge).

Strand: Writing
DWRV.01L - write in a variety of forms for personal purposes, to carry out classroom assignments, and to pursue career goals, with teacher guidance;
DWR1.03L - link ideas, using a variety of transitional words and phrases suited to the purpose.

Strand: Social and Cultural Competence
DSC2.01L - participate in group activities (e.g., contribute productively to all group tasks; assist others in the group; help keep the group on task).

Prior Knowledge & Skills

- able to work in groups
- reads independently

Planning Notes

- The focus of this activity is to have students independently read and respond to an easy-read novel. Literature circles are formed to complement reading. Obtain multiple copies of at least three different novels. Select novels related to the topic of rights and responsibilities, novels which are interesting to teenage readers, likely to lead to good discussions, and manageable for independent reading. Suggestions include *Ola Shakes It Up, Keri*, and *Cloning Miranda*. Your school library staff can make additional suggestions.
- Prepare book talks, so students can decide which book they will read.
- Make time for students to silently read in class. Negotiate with the class the length and frequency of the in-class independent reading.
- Establish routines for literature circles. In order to have rich discussion, insist that students come prepared to the group by completing reading response journals and other assignments on time.
- Provide the literature circles with a variety of activities for responding to literature as well as for reading strategy development. Consult the materials in the Teacher Resources Section. Refer to elements of short story studied in ELDDO, Unit 1, Activity 3. For example, after students have read a chapter, literature circle members can cooperatively write a point form summary of incidents in the chapter. Members can also discuss what they have written in their literature response journals. In addition, literature circles can make up a crossword puzzle, a word search, or word scrambles for other groups to solve.
- Have each student maintain a folder to store all completed literature circle activities, which will be assessed at the end of the unit.
- The reading response journal is to be completed daily. For ideas on guiding students with reading response journals, refer to the teacher resource section and the assignment in Appendix D.
- The final book report assignment will help students to revisit the novel. Refer to Appendix E.

Materials Needed

Multiple copies of novels, copies of Appendices D and E, and activities for literature circles.

Teaching/ Learning Strategies

1. Brainstorm how people choose books to read. Discuss the strategies that people use when choosing a book for personal reading.
2. Give book talks stressing how each novel focuses on rights and responsibilities. Have students make a first and second choice for the novel they wish to read. Have a lottery if too many students choose one novel or form two groups to read the same novel.
3. Distribute and explain the Reading Response Journal found in Appendix D and the Book Report Assignment found in Appendix E.
4. Provide class time for students to silently read their books.
5. Provide time for students to meet regularly in their literature circles to talk about their books. Let groups decide how long it will take to read a certain section of the book. Allow time for circle members to complete group activities. The teacher may need to work closely with certain literature circles to assist with reading skill development and monitor discussion.
6. Schedule teacher/student conferences to be sure students are reading and comprehending the book. Regularly check the completion of reading response journals and literature group activities.
7. Have individuals compose comprehension questions to be answered by other group members.
8. Students submit their completed book report assignments and reading response journals.
9. Pair readers from different groups to share their ideas about the novels that they have studied.

Assessment & Evaluation of Student Achievement

- Reading Response Journals – assess the correct copying of passages, that responses show personal relevance, the number of responses and accuracy in writing linked paragraphs (Thinking/Inquiry)
- Book Report (Communication)

Accommodations

Students who are struggling with independently reading the novel can be paired with a peer tutor or volunteer reader who will read aloud and discuss the novel.

Resources

Novels

Andrews, Jan. *Keri*. Toronto: Groundwood Books, 1996. ISBN: 0-88899-240-9
Keri is desperate to save a humpback whale that has appeared on the beach.

Hyppolite, Joanne. *Ola Shakes It Up*. New York: Random House, 1998. ISBN 0-440-41204-8
When Ola's family moves to a "model community" with a million rules, Ola is just going to have to do something about it.

Matas, Carol. *Cloning Miranda*. Markham: Scholastic Canada, 1999. ISBN 0-590-51458
One day Miranda thinks she will lose her eyesight. She then discovers very unsettling things about herself and her family.

Teacher Resources

Brownlee, Faye and Catherine Feniak. *Student Diversity: Addressing the Needs of All Learners in Inclusive Classroom Communities*. Markham, Ontario: Pembroke Publishers, 1998.

Coelho, Elizabeth. "Jigsaw: Integrating Language and Content." In Carolyn Kessler, ed. *Cooperative Language Learning: A Teacher's Resource Book*. Englewood Cliffs, New Jersey: Prentice Hall, 1992.

Daniels, Harvey. *Literature Circles: Voice and Choice in the Student-Centred Classroom*. Markham, Ontario: Pembroke Publishers, 1994.

Hill, Bonnie, N. Johnson, and K. Noe. *Literature Circles and Response*. Norwood, Ontario: Christopher Gordon Publishers, 1995.

Parsons, Les. *Response Journals*. Toronto: Pembroke Publishers, 1990.

Samway, K. and G. Whang. *Literature Circles in a Multicultural Classroom*. Markham: Pembroke Publishers, 1996. ISBN 1-57110-018-0

Appendix D: Reading Response Journal – Responding to Independent Reading

The purpose of this assignment is to give you, the reader, a chance to personally respond to your novel. As you read, you think about what is happening in your book in many different ways. Sometimes questions come to mind about the characters. At other times, you might be impressed by the way something or someone was described. Perhaps, you might be reminded of something similar that happened to you or someone you know. How does the novel look at issues of rights and responsibilities?

The format is as follows: in your journal book you will write on the left-hand page a passage from the novel that has touched you in some way. On the right-hand page, you will write a response to the passage you have copied.

Each chapter must have at least one entry.

Marks will be awarded for:

a) correctly copying a passage
b) a response showing personal relevance
c) the number of journal entries
d) your grammar, spelling, and word choice

Appendix E: Book Report Assignment

The purpose of a book report is to give the prospective reader accurate information about the novel you have read. In your book report, share with the readers the information, ideas, and pleasure you received from the book, without telling the whole story. It is important to read the whole book before beginning to write your report. To write the report you must write in paragraph form using your own words. Include the following information in your report.

Paragraph 1: Introduction

Title
Author
Publisher
Kind of Book
Major Characters
Minor Characters
Setting

Paragraph 2: Plot

Briefly tell what happens in the story.
Describe an incident from the story that was:

1. Exciting
2. Happy
3. Sad

Highlight one incident from the novel that deals with personal rights and responsibilities.

Paragraph 3: Character

What problems did the main characters face in your novel and how did they solve them?
Describe a character that you liked or disliked from the story. Explain why you felt this way.

Paragraph 4: Conclusion

What did you consider to be the most interesting part of the book?
What messages about life did you learn from the book? Did the novel change your way of thinking?
Would you recommend this book to another reader?

Activity 4: It's your Right

Time: 180 minutes

Description

The writing and reading expectations are clustered for students to consult print and electronic sources, to summarize main points, and to use the writing process for a guided research assignment. Using the CD-ROM *Defining Canada: Active Citizenship for the 21st Century*, groups explore the Charter of Rights and Freedoms to complete the assignment.

Strand(s) & Learning Expectations

Strand: Reading
DRE3.02L - use a variety of reading strategies to determine meaning;
DRE4.01L - consult print and electronic sources to acquire information (e.g., print and non-print magazines and letters, CD-ROMs, the Internet);
DRE4.04L - summarize main points for guided research projects, using graphic organizers.

Strand: Writing
DWRV.03L - use the writing process to revise and edit written work, with teacher guidance;
DWRV.04L - use the sentence patterns and conventions of standard Canadian English correctly most of the time in written form.

Strand: Social and Cultural Competence
DSCV.01L - demonstrate an understanding of the rights and responsibilities of living in Canada;
DSC1.01L - participate in discussions about social and political documents that affect how our society works (e.g., the Canadian Charter of Rights and Freedoms, the Ontario Human Rights code, district school board race relations policy).

Prior Knowledge & Skills

- has knowledge of *Canadian Charter of Rights and Freedoms*
- understands how to take notes from print and non-print sources

Planning Notes

- As an introduction to this activity, it is suggested that several copies of the illustrated text *Stand Up For Your Rights* be made available. Consider inviting a guest speaker to your school, to make a presentation on human rights, child rights, or student rights and responsibilities.
- The primary source recommended for this activity is the CD-ROM *Defining Canada: Active Citizenship for the 21st Century*. This is an excellent research tool produced by the National Film Board that takes users on an interactive exploration of citizenship in Canada, using the Charter of Rights as its framework. Research features of the CD-ROM include 24 dramas putting issues into a real-life context, biographies, court cases, magazines, and active "hot spots." It is suggested that if possible the school purchase a lab pack, so groups can easily access the material.
- In advance preview the CD and assign a different right for each group to research. The rights topics found on the CD are: Aboriginal and Equality Rights, Democratic Rights and Responsibilities, Civil and Political Rights, Legal Rights, Contemporary Issues, Canadian Population and Culture. Prepare a graphic organizer to assist students with note taking. Include the following headings for research: biographies, court cases, drama, and documents.
- Prepare an assignment based on the CD-ROM. Encourage groups to use the graphic organizer to take notes, to summarize information in their own words and to peer edit before submitting the report.

- As an alternative to using the CD-ROM, *Defining Canada: Active Citizenship for the 21st Century*, have students research Children's Rights on the Internet. There are many comprehensive and interactive websites available on Human Rights and Rights of the Child, which are listed in the Resources Section.

Materials Needed

Multiple copies of Stand Up For Your Rights, CD-ROM, *Defining Canada: Active Citizenship for the 21st Century*, the assignment, and a graphic organizer.

Teaching/Learning Strategies

1. Divide the class into groups. These groups will remain together throughout this activity. Groups summarize on chart paper their knowledge of rights and responsibilities by referring to the cooperative reading exercise in Activity 1, the video *Rights From the Heart* viewed in Activity 2 and the rights explored in literature circles in Activity 3. Groups report and debrief to the large group.
2. Have available multiple copies of *Stand up for your Rights*. Have each group pick a right, make notes, write a short summary, and report to the large group.
3. Introduce the CD-ROM *Defining Canada: Active Citizenship for the 21st Century* by explaining its features and allowing groups to explore the CD-ROM.
4. Assign groups a right and have them write a short report based on their finding from the CD-ROM. Be sure to have each group view and take notes from the following sections of the CD-ROM: drama, biographies, court cases, documents. Stress the editing of work before it is submitted for evaluation.

Assessment & Evaluation of Student Achievement

Group research assignment assessing accuracy of information in note taking and clarity and accuracy in writing the short report on one of the rights. (Thinking/Inquiry)

Accommodations

Provide students with additional time for viewing and making notes from the CD-ROM. Assist students with note-taking and writing the short report.

Resources

Print

Atgwa, Paul, ed. *Stand Up For Your Rights*. Chicago: World Book, 1998. ISBN 0-7166-0353-5

Non-print

CD-ROM: *Defining Canada: Active Citizenship for the 21st Century*. Montreal: National Film Board, 1999.

Teacher Resources

Global Schoolhouse

http://www.unicef.ca/eng/unicef/activities.html

UNICEF believes that its work for the survival, development, and protection of the children of the world needs the partnership of teachers and young people. The UNICEF Global Schoolhouse is a free education support program, with teaching and lesson ideas for global education from around the world. Aims:

- to support teachers in educating with a global perspective;
- to advocate for social justice and children's rights;
- to encourage children's participation in community and global development;
- where possible, to raise funds to help UNICEF help children.

Oxfam Canada
http://www.oxfam.ca/downloads.htm
Oxfam Canada makes some very useful materials available to teachers, including "Economics for All," a grade 8 teacher's guide, World Food Day kit, and a Basic Human Rights kit.

http://www.peacecorps.gov/wws/educators/index.html
The global education lesson plans found on these pages come from the World Wise Schools' "Destination" series of study guides and are aimed at helping teachers integrate global education into daily activities; they are sorted by grade level and curricular area.

Pueblito Canada
http://www.pueblito.org
Pueblito Canada is an international development agency committed to supporting and enhancing the well-being and rights of children in Latin America. It has an excellent website for teacher resources and can be contacted for speakers or materials to be sent to your school.

United Nations CyberSchoolBus
http://www.un.org/Pubs/CyberSchoolBus/menucurr.htm
The United Nations CyberSchoolBus offers project materials to teachers for primary and secondary school students on peace education, human rights, poverty, health, and issues regarding landmines.

Activity 5: Seeing Through Other Eyes

Time: 240 minutes

Description

The focus of this activity is the interpretation and evaluation of current events focussed on rights and responsibilities. Expectations are clustered around points of view taken in the media and the needs and values of people of different cultures, generations, and both genders. Students get other opinions on issues by interviewing community members. The culminating task requires students to respond to newspaper/magazine articles by creating a scrapbook.

Strand(s) & Learning Expectations

Strand: Oral and Visual Communication
DOR3.01L - interpret, compare, and evaluate the points of view taken in a variety of media works;
DOR3.03L - identify strategies used in different media to influence audiences.

Strand: Writing
DWRV.03L - use the writing process to revise and edit written work.

Strand: Social and Cultural Competence
DSC1.05L - participate in discussions about similarities and differences in the needs and values of people of different generations and cultures and both genders;
DSC1.06L - explain the significance of some local, national, and international current events;
DSC1.07L - respond to issues in current events (e.g., through writing assignments, role-plays).

Prior Knowledge & Skills

- has experience with interviewing
- is able to summarize main points in a text
- has basic media literacy skills

Planning Notes

- When selecting interviewees for Strategy 2, students need to be aware of safety issues. Students should be encouraged to interview family and friends rather than strangers.
- Make multiple copies of the assignment, Appendix F – Scrapbook Assignment.
- An assortment of current newspapers and magazines is necessary for this activity. Collect a variety of suitable ones reflecting the cultural diversity of Canadian society.

Materials Needed

Newspapers and magazines, scrapbooks, and multiple copies of Appendix A-Scrapbook Assignment.

Teaching/Learning Strategies

1. Discuss strategies used in different media to influence audiences such as psychological persuasion, use of sexual material, use of incentives, etc. Have students contribute their experiences from watching movies/television, listening to radio, and reading newspapers/magazines. Remind students to think of the videos *Nadia* and *Rights from the Heart, Part 3*, from previous activities. Post the list on chart paper.
2. Instruct students that they are required to interview individuals to get different opinions on human rights issues. Review some human rights issues from past activities. Students work in small groups to design interview questions such as… *What do you think are some human rights issues that affect Canada? Name the human rights issue you consider most important. Why? Is the government doing enough to help alleviate the problems? What more can the government do to improve the situation?* Record them on chart paper. Groups report back to the class where they revise and edit the questions. Students copy the questions in their notebooks. Instruct students that their homework assignment is to interview people from diverse cultures, generations, and both genders using some of their questions. Students report back on their interviews in Strategy 3.
3. Divide students into small groups. Have them report on their interviews from Strategy 2. Have students examine the similarities and differences in the opinions of people of different cultures, generations, and both genders. Discuss reasons for some of the differences. Small groups report back to the class.
4. Review/teach making summaries. A reference for summaries can be found in the texts, *The Process of Composition* and *A Writer's Workbook: An Interactive Writing Text for ESL Students*, listed in the resources.
5. On overhead, show a newspaper article displaying a local/national/international rights issue. Guide students on how to make a summary of the article on the overhead. Have the students express their opinions on the topic. Encourage students to add information from their interviews.
6. Distribute and explain the assignment, Appendix F. Have newspapers and magazines available in class so students can begin their assignments by searching for articles. Students should be allowed to choose articles outside of class but summaries and opinions should be written during class.
7. Students continue to work on their scrapbooks during class time. At the end of the activity, students hand in their scrapbooks.

Assessment & Evaluation of Student Achievement

Scrapbook – assessment of style, selection, and content as stated in Appendix F (Communication)

Accommodations

Some students may need help in choosing articles for their scrapbooks. Others may require help to clarify/form their opinions.

Resources

Atkin, S. Beth. *Voices from the Fields*. Toronto: Little, Brown and Company, 1993. ISBN 0-316-05633-2
Through photographs, poems, and first-person interviews, readers are given a look at life for migrant children in America. Interviews describe the long, harsh hours spent in the fields, living in crowded and unsanitary conditions, and language barriers and discrimination in schools.

Reid, Joy M. *The Process of Composition*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1988. ISBN 0-13-723065-6

Smoke, Trudy. *A Writer's Workbook: An Interactive Writing Text for ESL Students*. New York: St. Martin's Press, 1992. ISBN 0-312-05021-6

Springer, Jane. *Listen to Us*. Toronto: Groundwood Books/Douglas & McIntyre Ltd., 1997. ISBN 0-88899-307-2
This books helps readers understand the issue of child labour. The voices of children from around the world lend authenticity to the stories.

Appendix F

Scrapbook Assignment

Purpose
To compile a scrapbook - a creative journal exploring some human rights issues of local, national, and international interest

Sources
Newspapers, magazines, popular songs, and photographs

Instructions
1. Choose five "scraps" from any of the above sources. Be sure to include a variety of sources and to vary your rights issues. You must include one issue at the local level, one at the national, and one at the international.
2. Date and label the source of each "scrap." Make a summary of the "scraps." Write your response and reflections.
3. Each "scrap" should be glued on one page with the summary and response on the opposite page.

Assessment
Your scrapbook will be assessed on the following:
- style: the attractiveness and arrangement of your "scraps"
- selection: the variety and originality of your "scraps"
- content: the quality of your summaries and responses*
  *This item reflects the curriculum expectations and will contribute to the final evaluation

Activity 6: Our Canada

Time: 360 minutes

Description

The expectations of this activity are clustered to encourage students to explore local, national, and international events so as to develop their own points of view. In the culminating task, students participate in prewriting discussions and activities and prepare short compositions representing their points of view on Canadian issues dealing with rights and responsibilities. Students present their points of view on some Canadian issues. Presentations are videotaped.

Strand(s) & Learning Expectations

Strands: Oral and Visual Communication
DORV.03L - use and respond appropriately to the formal and informal styles of spoken English suited to school, workplace, and social situations;
DORV.04L - create, analyse, and interpret a variety of media works;
DOR2.03L - use the appropriate style of language in a variety of role-plays.

Strand: Writing
DWR2.01L - participate in prewriting discussions and activities;
DWR2.02L - draft and revise the content of short compositions, working independently or with a peer;
DWR2.03L - edit short compositions to correct specific items outlined on a checklist;
DWR2.04L - produce an edited copy of a short composition.

Strand: Social and Cultural Competence
DSC1.06L - explain the significance of some local, national, and international current events;
DSC1.07L - respond to issues in current events;
DSC2.01L - participate fully in group activities (e.g., contribute productively in all group tasks; assist others in the group; help keep the group on task);
DSC2.02L - participate constructively in a variety of learning and teaching situations (e.g., independent research, oral presentations, varied assessment situations).

Prior Knowledge & Skills

- understands local, national, and international issues
- writes short compositions
- uses language to explain, persuade, and summarize

Planning Notes

- Obtain a copy of the video, *A Kid's View of Canada II* and preview. This video is a sequel to *A Kid's View of Canada I* in which Jordan Schroder gives us a magical look at Canada through the eyes of 9-year-olds. Five years later in *A Kid's View of Canada II*, fourteen-year-old Jordan travels across Canada and renews his friendship with the same group of teenagers. These young people display humour and depth as they comment on key issues facing Canada.
- Consult with the school library staff to have material available throughout this activity.

- Students should clip articles from newspapers and magazines and make posters of these articles grouped according to issues. Students may refer to their scrapbooks from Activity 5. The posters will be used in Strategy 5 in the cooperative strategy "corners." Posters are placed around the room. Students should go to the "corners" that display the issues they have chosen. Once there they can consult with others interested in the issues and make jot notes for their compositions. If students have chosen issues for which there are no posters, they should search newspapers and magazines on their own and use their scrapbooks and interview information.
- Prepare multiple copies of Appendix G for students to record their jot notes.
- Be prepared to show the video, *A Kid's View of Canada II*, a second time to serve as a model for the oral presentations.
- Enlist the aid of senior media students to teach students to use the camcorder and/or to videotape the presentations. Make multiple copies of the video for students.
- Make copies of the presentation videotape for students.

Materials Needed

Video, *A Kid's View of Canada II*, current newspapers and magazines, poster paper, multiple copies of Appendix G, and scrapbooks.

Teaching/Learning Strategies

1. Review human rights issues with students. Remind them to think of issues from previous activities. Categorize into local, national, and global/international. List national issues on chart paper and post it.
2. Show the video, *A Kid's View of Canada II*. Have students discuss the issues raised and contribute their own opinions. Compare the issues from the video to the issues posted on chart paper. Add new issues to the chart.
3. Divide students into groups according to the human rights issues they plan to address in their presentations. Have groups clip articles with different opinions/information on the topic. Each group is responsible for making a poster showing a variety of ways that this right is violated across Canada. Posters will be used in Strategy 5.
4. Instruct students that their assignment is to choose a human rights issue on the national level, write a short composition giving their point of view about the issue, and present their compositions to the class. Inform them that presentations will be videotaped.
5. Use the cooperative strategy "corners" to help students prepare to write their compositions. Hang posters made by students in Strategy 3 around the classroom and display scrapbooks from Activity 5. Have students go to the "corners" with the topic they have chosen. There they make jot notes, discuss the topic with others, review information from the interviews in Activity 5, and reaffirm their opinions. Then students write their short compositions. Circulate to assist students.
6. Have students apply the writing process to their compositions. Encourage them to collaborate with peers to edit and revise.
7. Show the video, *A Kid's View of Canada II*, a second time so students can observe the teenagers as they talk about different issues. Discuss the teenagers' demeanour as they talk. This is designed to serve as a model for students as they prepare for the videotaping of their presentations in Strategy 9.
8. Partners practise delivering their compositions to each other.
9. Videotape students as they make their presentations.
10. Watch the video.

Assessment & Evaluation of Student Achievement

- Compositions – assess for information, defending a point of view, and correct use of the conventions of standard Canadian English (Communication, Application)
- Presentations – assess for preparedness, content, organization, and demeanour (Thinking/Inquiry)

Accommodations

Schedule conferences with the teacher for students who need in-depth assistance to write, revise and edit their compositions.

Resources

Media

A Kid's View of Canada II. National Film Board: Montreal. Order Number C9198 076/EC009
This video is a sequel to A Kid's View of Canada 1 in which Jordan Schroder gives us a magical look at Canada through the eyes of 9-year-olds. Five years later in A Kid's View of Canada 11, fourteen-year-old Jordan travels across Canada and renews his friendship with the same group of teenagers. These young people display humour and depth as they comment on key issues facing Canada.

Appendix G

Graphic Organizer for Recording Jot Notes

Name: _____

Use this organizer when you are at your "corner" to record notes from the posters, scrapbooks, and consultation with your classmates.

Define the Human Rights Issue

How It Affects Canada
Positively

Negatively

What government can do to safeguard our human rights

My Thoughts on the Issue